

War-Time Consumer Education

We Are Now in This War—We
It All the Way.

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Every single man, woman, and child is a partner in the most tremendous undertaking of our American history. We must share together the bad news and the good news, the defeats and the victories—the changing fortunes of war.

—President Roosevelt

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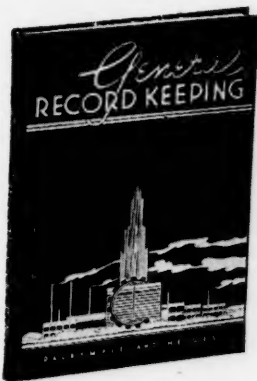
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Preface

This issue of THE BULLETIN was prepared by the Educational Services Branch, Consumer Division, Office of Price Administration to meet the requests of secondary-school principals and teachers for information on the war-time program of economics. The Educational Services Branch works with organized educational institutions and is under the direction of Dr. Alvin C. Eurich, Director of the Consumer Division and Dr. Walter D. Cocking, chief of the Educational Services Branch.

The copy for this issue of THE BULLETIN was begun in August by a committee composed of the following men who participated in the program of the Educational Services Branch in schools, colleges, and universities in thirty-eight states throughout the country this summer.

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National Association of Secondary-School Principals

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**THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS**

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SECTION I

The Program for War-time Action on the Economic Front

The Job of 134 Million Americans Is

1. To produce needed war materials
2. To prevent war-time inflation
3. To maintain as satisfactory living standards as possible

TO DO THIS AMERICA MUST

- I. *Set and Maintain Price Ceilings to Control Inflation*, through
 - a. Government regulation
 - b. Posted ceiling prices
 - c. Informed consumers
- II. *Make the Most of What We Have*, by
 - a. Not hoarding
 - b. Conserving all consumer goods
 - c. Using substitutes for scarce goods
 - d. Sharing goods equitably through rationing
- III. *Maintain Quality Standards*, through
 - a. Clearly defined standards of quality
 - b. Informative labelling
 - c. Intelligent buying
 - d. Government testing and inspection
- IV. *Make Our Dollars Do Their Part*, by
 - a. Buying only what we need
 - b. Buying war bonds and stamps
 - c. Paying higher taxes
 - d. Paying off debts and mortgages
 - e. Saving money

CHAPTER I

The People's Economic Program for the Home Front

War has brought America to a crisis. What does this mean to us? The Chinese have a pictogram meaning "crisis." It is made up of two symbols—one is the symbol of "danger"; the other the symbol of "opportunity." With the Mukden incident, the peaceful Chinese entered a crisis which Axis policies have since forced upon all members of the United Nations—the danger of defeat and servitude. But these dangers have awakened all of us to the opportunity of victory.

We in the Western World, too, have a symbol that speaks both of danger and opportunity. It is the letter V and it is our sign for Victory over Axis lawlessness and tyranny, for world-wide progress toward freedom and democracy.

The Hollander, hidden in the Nazi darkness, scrawling the letter V on a wall, takes his life in his hands. All of us who wear the V in our minds and hearts take a risk. We expose ourselves not only to physical danger from the bombs and guns of our enemies but also to the possibility of economically defeating ourselves.

SIGNPOSTS OF DANGER

On the financial pages of the newspapers there are frequently thin, wavering lines that point to the dangers we are facing. One line traces the index of living costs for the past three years, as calculated by the United States Bureau of Labor Statistics. It shows that living costs at the beginning of the fourth year of the war have risen 15 per cent since the invasion of Poland. Another line shows that prices for twenty-eight basic commodities have risen 70 per cent. Still another line shows that income payments have been rising at a steadily accelerating rate: at a rate of one-half of one per cent a month in the first nine months of the war; at a rate of one per cent for the next

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Chart I

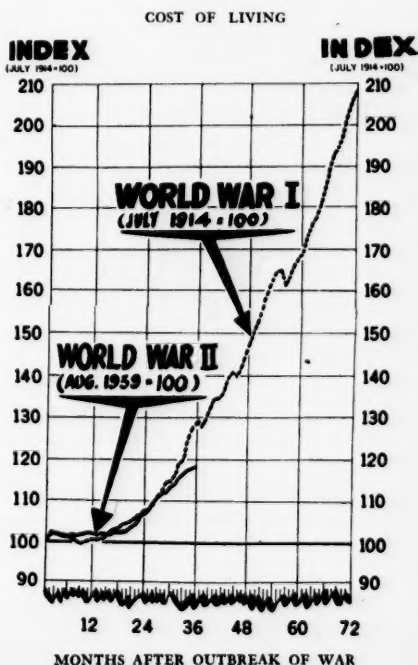
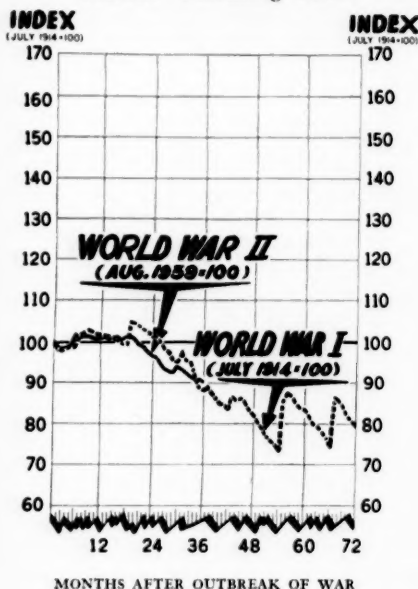


Chart II

Teachers' Purchasing Power



six months; one and a half per cent five months; and for the seven months following at the rate of two per cent. (Chart I.)

Not all of the lines curve upward; several curve downward. One of these shows that durable consumer goods in 1942 will be no more than half as plentiful as in 1941. Another line shows that the purchasing power of persons with low or fixed incomes is declining. (Chart II.) For example, the salaries of some teachers, supervisors, and administrators may have increased, but the purchasing power of all teachers has decreased. (Charts III and IV.)

The trend of these lines all point to danger—the danger of run-away prices, disrupted war production, higher living costs, higher war costs,

a disorganized economy, a demoralized population. These trends are what we might normally expect as a nation girds for war, but unless we can control the conditions which they reflect, they are signs of defeat.

While the curves are a true picture of our national situation in general, they do not tell the whole story. Not all incomes are going up. Teachers, government workers, pensioners, and many others find their incomes have increased little if at all. Not all purchasing power has gone down. The increase in wages and in over-time pay for many war workers has increased the total national demand for nearly all consumer goods, even at increased prices. Take meats for example. Although we are packing as much meat as ever, this increased demand obliges us to establish a meat rationing system.

Not all civilian supplies are declining. In 1942 we shall have almost as much food and clothing and other non-durable goods, as in 1941. The total food supply in this country is probably greater than ever, due largely to the way farmers have responded to the request of the United States Department of Agriculture "to go all out" in their production of eggs, butter, poultry, cattle, and other farm products.

MILITARY DEMANDS AND CIVILIAN SHORTAGES

The chief curtailment of supplies is in materials which are needed by our armed forces. The man who ordinarily uses two pairs of shoes a year, uses four to six pairs a year in the army. While the civilian is wearing out a pair of trousers, a military man wears out nine. In 1944 we shall be making enough synthetic rubber to supply most of our ordinary peace-time needs, but

every pound of that rubber is needed for the armed forces. Our ships, which ordinarily carry sugar from Cuba, coffee from Brazil, bananas from Belize, tea from Ceylon, and spices from India, are ferrying the goods of war to Murmansk, Cairo, Calcutta, Sidney, and Liverpool. Curtailment orders have struck hardest at the making of automobiles, refrigerators, vacuum cleaners, washing machines, ironers, stoves, ranges, electric appliances, and radios—these things which use the strategic materials required for munitions.

The rate of government spending for military purposes has grown from 5 million dollars a day in the early days of the war to more than 150 million dollars a day. It will soon reach 200 million dollars a day and will likely go higher. In the fiscal year 1943-44, we expect to spend more than 90 billion dollars to strengthen our fighting men. That is nearly twenty billion more than we spent to feed, clothe, shelter, and otherwise care for our entire nation in 1937.

In addition to the shortages caused by our own military demands, we have less goods for other reasons. We are meeting many of the needs of our

Chart III

Teacher's Current and Real Wages

WORLD WAR I

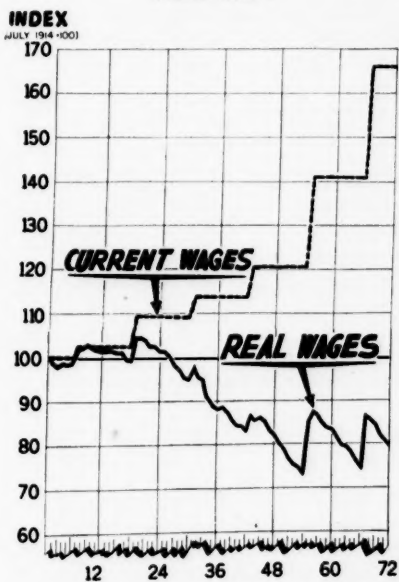
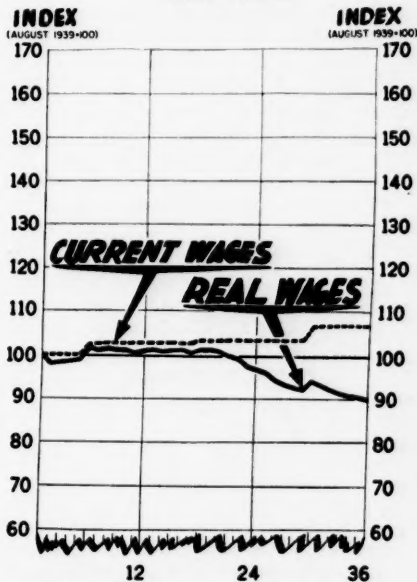


Chart IV

WORLD WAR II



allies—ammunition, guns, planes, food. The loss of sources of raw materials to the enemy is another major cause for the shortage of some goods. The best illustration of this is the loss of 98 per cent of the source of our raw rubber supply to the Japanese. Inadequate and overloaded internal transportation systems and the sinking of ships have brought about additional shortages. Civilian hoarding will also add to the critical shortages.

THE CONSEQUENCE OF INFLATION

Our experience in the first World War can teach us what the danger is today. In that period living costs virtually doubled. Salaries of teachers, administrators, and supervisors increased considerably, but not enough to keep pace with the rise in prices, for their real income dropped 20 to 30 per cent. (Chart III.)

A repetition of this process will be bad enough. But it is not the worst that may happen. We are coping with far more powerful forces in this war than in the last, both at home and abroad. Should we lose control of the economic forces at home, should we find ourselves in a mad race, with wages and taxes vainly seeking to hold pace with the precipitous rise in prices, the war could be prolonged immeasurably or lost entirely. In his message to Congress of July 30, 1941, President Roosevelt said:

The consequences of inflation are well known. We have seen them before.

Producers, unable to determine what their costs will be, hesitate to enter into defense contracts or otherwise to commit themselves to ventures whose outcome they cannot foresee. The whole production machinery falters.

Speculators anticipating successive price advances, withhold commodities from essential military production.

Costs to the government increase, and with it the public debt.

Increases in the workers' cost of living, on the one hand, and excessive profits for the manufacturer, on the other, lead to spiraling demands for higher wages. This means friction between employer and employed.

Great profits are reaped by some, while others, with fixed and low incomes, find their living standards drastically reduced and their life-long savings shrunken. The unskilled worker, the white-collar worker, the farmer, the small businessman, and the small investor all find that their dollar buys ever less and less.

The burden of defense is thrown haphazardly and inequitably on those with fixed income or whose bargaining power is too weak to secure increased income commensurate with the rise in the cost of living.

And over all hovers the specter of future deflation and depression, to confuse and retard the defense effort and inevitably to aggravate the dangers and difficulties of a return to a normal peace-time basis. . . .

Sacrifices there will be and we shall bear them cheerfully. But we are determined that *the sacrifice of one shall not be the profit of another*. Nothing will sap the morale of this Nation more quickly or ruinously than penalizing its sweat and skill and thrift by the undeserved and uncontrollable poverty of inflation.



A large Midwest machine-tool plant provides a cafeteria for its employees within its own building, as one means of helping to maintain an all-out production program.

COUNTERATTACK ON RISING PRICES

The President's warning was not given all the attention it deserved. Our behavior with regard to inflation has followed the pattern which the English have discussed in speaking of public attitudes toward air raids. Despite repeated and insistent warnings, most people there seemed unable to sense their danger and generally failed to take necessary counter-steps until bombs had fired their cities. But just as there were a few far-sighted leaders in England who anticipated the need for air-raid precautions, so there were a few in our government who did their utmost to establish control of prices.

STRATEGY OF PRICE CONTROL

A general price control program follows this broad formula: inasmuch as prices rise principally because available funds out-run available supplies, any action which curbs civilian spending or which expands, conserves, or improves the distribution of available supplies, helps to restrain prices.

To curb spending, the most effective measures are selective taxation of surplus incomes, restriction of credit, restriction of undue profits and wage increases, and retirement of debts. Legal ceilings on prices and rents control the balance between production and distribution costs and stabilize the economic situation. The distribution of supplies is improved by allocating

manufacturing materials by a plan, by rationing scarce consumer goods, by employing labor and equipment as fully as possible, and by organizing production and distribution so as to achieve maximum output. Subsidies to producers with high costs are used to expand supplies without raising consumer prices; thus unusually high costs are absorbed by society as a whole rather than by the individual consumer.

These methods have been employed in a limited but progressively effective manner. It is instructive to see how the field of operations has broadened with regard to ceilings over prices. Before Pearl Harbor, when it seemed as though military demands would draw only upon our reserves and our idle equipment rather than upon our whole economy, the Office of Price Administration regulated prices of strategic war materials only. The first price ceilings were applied to second-hand machine tools, which were necessary for turning out the implements of war. Dealers were holding tools off the market in the hope of securing a good profit as the demand increased. Later ceilings limited prices for strategic metals.

It is impossible to overstate what the ability to predict with a degree of certainty the price of tools and raw materials three, six, and twelve months in advance has meant to war production. In the cost of steel alone, price ceilings saved the War Department and the taxpayers of the United States several hundred million dollars by June, 1942.

Parallel action to reduce unnecessary expenditures and to improve the supply situation was taken by branches of government other than the OPA. These actions had considerable value in restraining price rises, but they were not enough. In the fields free of economic controls, prices tended to rise to such a degree that living costs in general began to follow the pattern they had in the First World War. It seemed obvious that the government would have to take bolder and stronger steps.

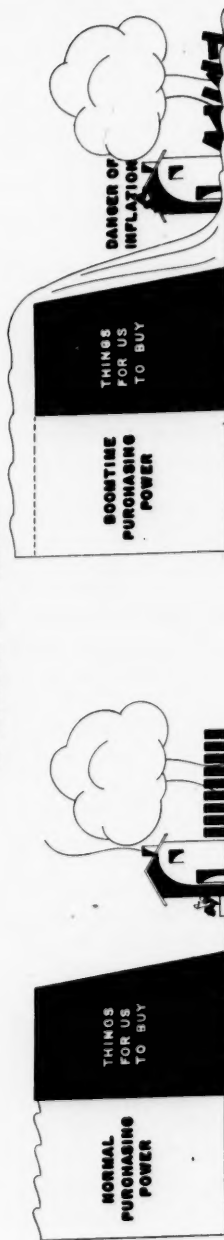
THE PROGRAM BROADENS

One of the new steps was the general maximum price regulation, which established ceilings almost to the full extent permitted by the Emergency Price Control Act of 1942. To extend price control even further, the President last April listed seven points which he called the "People's Program." "To keep the cost of living from spiraling upward," he said:

1. We must, through heavier taxes, keep personal and corporate profits at a low, reasonable level.
2. We must fix ceilings on prices and rents.
3. We must stabilize wages.
4. We must stabilize farm prices.
5. We must put more billions into war bonds.
6. We must ration all essential commodities which are scarce.
7. We must discourage installment buying and encourage paying off debts and mortgages.

**What Happens to the National Income
IN PEACETIME THIS HAPPENS**

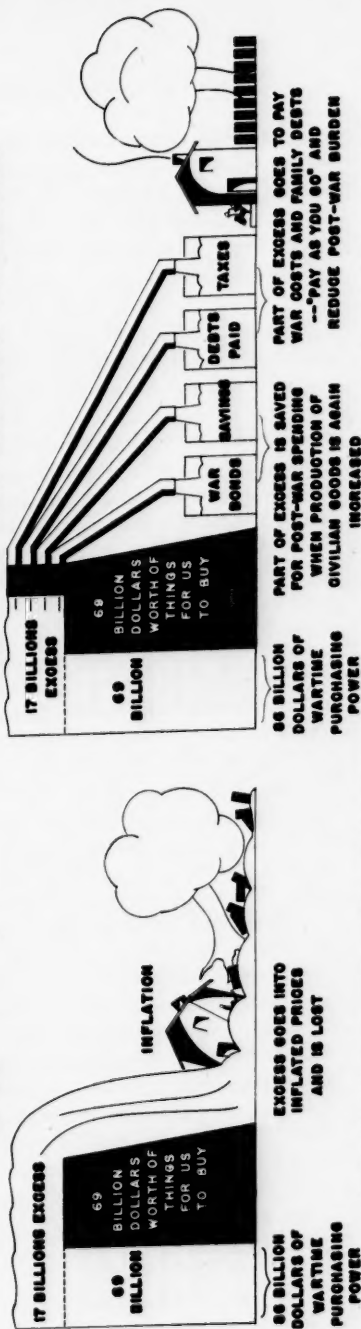
IN PEACETIME THIS HAPPENS



BUT IN WARTIME — 1942

**THIS WILL HAPPEN
TO US**

.....UNLESS WE PIPE OFF THE EXCESS
LIKE THIS FOR OUR OWN PROTECTION



The stabilizing of our economic condition may be controlled by a full knowledge of the many factors and forces involved. Study this chart and its implications carefully.

The President pointed out that "each one of these points is dependent on the other, if the whole program is to work." Along with the program for conservation and salvage, for care and repair of existing equipment, for sharing, pooling, and wise buying, the seven points above outlined a popular campaign which would have certainly brought our economy into balance and our prices under control.

SHORTCOMINGS OF THE PEOPLE'S PROGRAM

By Labor Day, four months later, however, this program was still short of fulfillment. The 1942 tax bill had gone through a series of revisions at the hands of Congress without reaching the total revenue called for by the Treasury, and without limiting incomes to the \$25,000 a year ceiling suggested by the President. Every day's delay was costing the Treasury millions of dollars.

Limitations in the Emergency Price Control Act of 1942 still prevented the Office of Price Administration from ordering ceilings on the prices of about a third of the articles on the family grocery bill. Rent controls were more satisfactory, but were still in bad condition. Ceilings on prices were generally respected and observed where they existed, but the absence of grades and standards handicapped compliance or enforcement in many lines, particularly in the clothing field.

In order to stabilize wages, the National War Labor Board announced a policy of limiting hourly wages to a sum which would have a buying power equal to hourly wage rates in January, 1941. This policy would permit wage increases to follow rises in living costs.

The Secretary of Agriculture announced that he believed farmers would be content to have price ceilings set at levels which would give their produce a trading value equal to what it had been in 1914; that is to say, he came out for "parity" prices instead of higher levels required by the Emergency Price Control Act of 1942, which the President had said was a bill "to compel inflation." But the law remained unchanged.

Despite an intense selling campaign, the Treasury fell about 25 per cent short of its announced goal of disposing of one billion dollars worth of war bonds every month. As a result, arguments for linking a plan of regulated savings to the tax bill gained in strength.

Rationing was fairly successful, though not extensive. Businessmen, administrators, and consumers learned the techniques of rationing fairly quickly, and the necessity for rationing came to be accepted, despite initial skepticism. Labor leaders, including the head of the CIO, demanded that democratic rationing be extended, with adequate participation of labor representatives and Negroes in War Price and Rationing Boards. Meanwhile, the Office of Price Administration was printing general rationing books, suitable for various commodities. It was expected that these could be distributed without repeating the universal registration which accompanied sugar rationing.

Probably the most successful of all points in the people's program, although its influence was relatively slight, was the plan to restrict credit and encourage debt payments. Aside from credit controls imposed by Regulation W of the Federal Reserve Board, the public readiness to pay off old debts far exceeded expectations of government economists. Outstanding obligations in consumer credit which had reached a peak of nine billion dollars were declining at a rate of three billion dollars a year.

Except for the rubber salvage campaign, which was short of expectations, it is not easy to measure the increase in conservation activities; but surface appearances indicated that these activities, too, did not come up to either the need or the possibilities of the situation.

To sum up the economic war on the Home Front, it appeared that we had won several brilliant battles but had lost the summer campaign. On Labor Day, therefore, the President launched a new offensive on inflation. Some of his reasons for doing this were set forth a few days earlier in his address to the International Student Service, when he said, to our men and women in uniform:

You know why you are fighting. You know that the road which has led you to the Solomon Islands, or to the Red Sea, or to the coast of France, is in fact an extension of Main Street, and that when you fight, anywhere along that road, you are fighting in defense of your own homes, your own free schools, your own churches, your own ideals.

We here at home are supremely conscious of our obligations to you, now and in the future. We will not let you down.

We know that in the minds of many of you are thoughts of interrupted education, interrupted careers, delayed opportunities for getting a job. The solution of such problems cannot be left, as it was last time, to mere chance. This government has accepted the responsibility for seeing to it that, wherever possible, work has been provided for those who were willing and able, but who could not find work. That responsibility will continue after the war. And when you come home, we do not propose to involve you, as last time, in a domestic economic mess of our own making.

You are doing first things first—fighting to win this war. For you know that should this war be lost, all our plans for the peace to follow would be meaningless.

Victory is essential; but victory is not enough for you—or for us.

On Labor Day, after reviewing the seven points in the people's program, the President said to Congress:

I ask the Congress to pass legislation under which the President would be specifically authorized to stabilize the cost of living, including the price of all farm commodities. . . . I ask the Congress to take this action by the first of October. . . . In the event that Congress should fail to act, and act adequately, I shall accept the responsibility, and I will act.

At the same time that farm prices are stabilized, wages can and will be stabilized also. This I will do. . . .

I will use my powers with a full sense of my responsibility to the Constitution and to my country.

He closed his message to Congress with a reiteration of his views on the tax bill. He asked for "heavy taxes on every one except persons with very low incomes." He said:

We must eliminate the tax exemption of interest on state and local securities, and other special privileges or loop-holes in our tax law. . . . The tax rate should be such as to give the practical equivalent of a top limit on an individual's net income after taxes, approximating \$25,000. . . . We must recapture through taxation all war-time profits that are not necessary to maintain efficient all-out war production.

On October 2, Congress amended the Emergency Price Control Act authorizing and directing the President to stabilize prices, wages, and salaries affecting the cost of living. Within twenty-four hours the President issued Executive Order 9250 establishing the Office of Economic Stabilization with James F. Byrnes as Director with instructions for OPA to regulate all residential rents and prices of most farm products. The order also laid down the policy for the control of wages and salaries by the National War Labor Board; authorized OPA to set ceiling prices so as to restrain executive profits; and empowered the Office of Economic Stabilization to use Federal funds for subsidies to increase production, to improve distribution, or to restrain rising prices. The legal authority of the government to deal with living costs was complete.

AMERICA'S OPPORTUNITY AND THE SCHOOLS

All of us share in the economic war on the Home Front. It is a truism that the schools must play a leading role in this popular campaign. How the schools may throw their weight on the side of victory and democracy is told on the following pages.

Before going into these activities, however, it is well to consider a few words of warning and counsel. There are those among us who fear the changes forced upon us by our war-time economy. They see in them the growth of "dictatorship" and "regimentation." Those fears are not groundless. It is possible that we shall be forced to submit to dictatorship and the regimentation of our private lives, *but only if we fail to govern our economy democratically.*

The people's economic program on the Home Front is a democratic program. It aims to work by intelligent understanding, reason, and persuasion, rather than by tyranny and terror. It seeks the welfare of the many, rather than the profit of the few. It stresses neighborliness, co-operation, and political responsibility, rather than meek acceptance of orders from on high. Such a program calls for widespread and intensive popular education.

The schools are one of the most important channels of information from the government to the public. They have a special responsibility to get the facts not only to the pupils but to their parents, too. They are in a unique position to do this job. It is a tribute to their high patriotism that they are going to do it.

CHAPTER II

The Program of the Office of Price Administration

To carry on the war and to protect the Home Front, the Federal government has found it necessary to take strong and far-reaching economic measures—measures which make drastic changes in “business-as-usual” and “living-as-usual.”

CONGRESS AUTHORIZES THE OFFICE OF PRICE ADMINISTRATION

In January, 1942, Congress passed and the President approved the Emergency Price Control Act. The preamble and Title I of this law read:

To further the national defense and security by checking speculative and excessive price rises, price dislocations, and inflationary tendencies, and for other purposes . . .

It is hereby declared to be in the interest of the national defense and security and necessary to the effective prosecution of the present war, and the purposes of this Act are, to stabilize prices and to prevent speculative, unwarranted, and abnormal increases in prices and rents; to eliminate and prevent profiteering, hoarding, manipulation, speculation, and other disruptive practices resulting from abnormal market conditions or scarcities caused by or contributing to the national emergency; to assure that defense appropriations are not dissipated by excessive prices; to protect persons with relatively fixed and limited incomes, consumers, wage earners, investors, and persons dependent on life insurance annuities, and pensions, from undue impairment of their standard of living; to prevent hardships to persons engaged in business, to schools, universities, and other institutions, and to the Federal, state, and local governments, which would result from abnormal increases in prices; to assist in securing adequate production of commodities and facilities; to prevent a post-emergency collapse of values; to stabilize agricultural prices in the manner provided in Section 3; and to permit voluntary co-operation between the government and producers, processors, and others to accomplish the aforesaid purposes.

To carry out its purposes, the Price Control Act created an Office of Price Administration with power to regulate prices and to ration scarce essentials. Before this law was passed, the OPA was operating under authority of the President who had used his emergency powers to set up this office. Although the Price Control Act authorized OPA to control the prices of most goods and services, it specifically stated that no maximum price could be established for any agricultural commodity below the highest of any of the following prices, as determined by the Secretary of Agriculture:

1. 110 per cent of the parity or comparable-to-parity price for such commodity;
2. the market price for such commodity prevailing on October 1, 1941;
3. the market price for such commodity prevailing on December 15, 1941;
4. the average price for such commodity during the period July 1, 1919, to June 30, 1929.

The Act furthermore did not give OPA authority to control wages, salaries, or profits; such controls being vested in other government agencies and departments as determined by the Congress and the President.

THE PRICE CONTROL ACT HAS SHARP TEETH

The enforcement section of the Act gave the OPA power to impose severe penalties upon a person who violates provisions of the Act by unlawful practices or false statements. To punish a violator, the OPA has the legal authority to:

1. Apply to appropriate courts for an injunction to compel the violator to stop his illegal practices;
2. Certify the facts to the Attorney General for proceeding against the violator who is subject, upon conviction, to a fine of not more than \$5,000, or to imprisonment for not more than two years.
3. Suspend or revoke the license of a violator to do business. (Under the Act, nearly all businesses were automatically licensed.)

In addition, the Act gives the consumer who has been charged more than the legal maximum price the right to sue for triple damages (three times the excess of the price paid over the maximum legal price) or for \$50, whichever is greater.

OPA ACTS TO CHECK INFLATION AND TO RATION SCARCE ESSENTIALS

Under authority of the President and later under authority of the Emergency Price Control Act, the Office of Price Administration has taken vigorous steps to keep the cost-of-living from spiraling upward and to assure through rationing the equitable distribution of scarce goods.

During the last six months of 1941 the prices of strategic raw materials, manufactured goods, and wholesale commodities began to rise sharply. The OPA issued separate orders aimed to stop such increases—a method known as *selective price control*. The first articles treated by this method were second hand tools. Later the price of copper was controlled by this method.

Early in 1942, when prices at all levels and all along the line began to move upward at a faster and faster rate, the OPA issued its General Maximum Price Regulation. This regulation, announced on April 28, 1942, called a halt to price increases on nearly all the goods and services making up the budgets of America's families. It forbid the manufacturer, wholesaler, or retailer to charge more for an article than his highest price during March, 1942. The retailer was required to post on signs his ceiling prices on so-called cost-of-living items.

On the same date, the Office of Price Administration issued some 300 Rent Declarations for areas designated as defense-housing areas, and in which approximately two-thirds of our people live. They stipulated that unless rents were reduced to stated levels in these areas, the OPA might after 60 days take steps to hold rents to levels prevailing at an earlier period, in some cases

as far back as January, 1941. The OPA might appoint its own rent directors to regulate rents and prevent evictions.

As the supplies of certain consumer goods threatened to become dangerously scarce, the War Production Board ordered the OPA to set up rationing programs. Already, as all of us know, the OPA is rationing automobiles and tires in such a way as to maintain essential war production and civilian services. It is rationing sugar throughout the nation in a manner to guarantee that each American will get his fair share. In the East, because of shortages due to transportation difficulties, it rationed gasoline and fuel oil to civilian users. Because of a nation-wide meat shortage it is now considering the addition of this product to its list of rationed goods. On November 22, 1942, OPA will begin to ration gasoline throughout the nation in order to conserve tires. These are only examples of goods now being rationed; others are sure to follow.

THE OPA SEEKS PUBLIC COMPLIANCE, UNDERSTANDING, AND SUPPORT

From the beginning, the Office of Price Administration has recognized that if price control and rationing were to be effective, it was necessary to have a law with strong enforcement provisions, and Congress provided such a law in the Emergency Price Control Act of 1942. At the same time, the OPA has recognized that price and rationing measures can be fully successful only if the overwhelming majority of business men and consumers voluntarily comply with the war-time regulations. In order to get such compliance, the OPA has been carrying on a nation-wide educational program designed to build public understanding and support of its control measures.

As the OPA has issued price and rationing regulations, it has found that on the whole the American people have been willing to accept such necessary measures but have experienced certain difficulties in complying with them. Business men have experienced problems in complying with the provisions of the General Maximum Price Regulation, for this measure requires considerable work in the form of bookkeeping, listing ceiling prices on cost-of-living items, filing ceiling prices, and the like. Some have faced hardships in keeping prices at ceiling levels. Consumers too have been put to extra trouble for they have had to get along with less rationed goods and have had to take time to apply for regular and special permits to buy. But as business men and consumers have come to understand the urgent reasons for price control and rationing and the ways to comply with these regulations, they have patriotically given support to these programs as their contributions to the war effort on the Home Front. More and more, they have come to realize that such measures are an important part of the people's program to win the war and to make the peace secure.

THE OPA ORGANIZES ON A NATION-WIDE BASIS

Headed by Price Administrator Leon Henderson, who was appointed by President Roosevelt, the Office of Price Administration extends from the

national office in Washington to the local War Price and Rationing Boards. The national office is composed of the following seven departments: Price, Rationing, Rent, Legal, Standards, Service, and Information. The last group includes the Consumer Division in which is the Educational Services Branch.

There are nine regional OPA offices with headquarters located in Boston, New York, Atlanta, Cleveland, Chicago, Denver, Dallas, San Francisco and Washington, D. C. (for the U. S. Territories and Possessions). There are also state OPA offices in each of the forty-eight states. In addition to executive directors, both regional and state offices have staff members responsible for price control, rationing, legal, and consumer work.

Within the states, there are some 5,600 local War Price and Rationing Boards. These boards are staffed by volunteers appointed by heads of local war councils, and approved by state OPA offices. In addition, there are approximately 400 Rent Control Boards which are responsible for seeing that rents in designated areas are reduced to levels existing at dates determined by OPA. It is determined by OPA restricted by the President to broaden the program of rent control and the control of the price of farm products. OPA is opening new offices to strengthen its administrative staff to fulfill its new duties.

Through its national, regional, state, and local offices, OPA is planning, initiating, and administering economic programs which aim to protect each community and the nation as a whole against the dangers of inflation and unnecessary scarcities. Through this organization OPA is striving to inform the American people about the necessary war-time measures and to help them solve the problems raised by war-time conditions and war-time controls.

THE INFORMATION AND EDUCATIONAL SERVICES PROVIDED FOR THE GENERAL PUBLIC

There are two divisions of OPA which have particular responsibility for informing the public about the program of war-time economic controls and for doing everything possible to obtain voluntary action which will reduce the necessity for government regulation. These are called the Press and Campaign Division, and the Consumer Division, which constitute the Department of Information.

The Press and Campaign Division is responsible for the preparation and dissemination of materials to be used through such mass *media* as the press, radio, and news reels. This includes preparation of press releases on all phases of the agency's operations, preparation of radio scripts in conjunction with the radio section of the Office of War Information, and the organization of special campaigns. It has a staff of competent people engaged in this work. Functionally the composition and work of the staff is somewhat as follows: (1) a group of experienced newspaper men, most of whom have had experience on financial newspapers, who prepare releases on the rather technical

activities of the price and rent divisions; (2) a similar but somewhat smaller group that prepares releases on rationing activities; (3) a small group of specialists who work with the price and rationing news men in planning and carrying out special campaigns such as those required to explain the details of a new rationing program; and (4) a group assigned to the Consumer Division to prepare releases and other material about the division's activities.

The Press and Campaign Division issues around seventy-five releases a week. It is currently responsible for one nation-wide 15-minute broadcast over the Red Network each week end, in addition, directs the preparation of a number of transcriptions ranging from one to five minutes in length which are distributed weekly to radio stations throughout the country. The staff works closely with advertising-mat services in preparing copy for advertisements to be used by retail stores that conform with OPA policies in the price and rationing fields. From time to time special posters are prepared for distribution to various outlets in connection with rationing and price-control programs. Frequent use has also been made of the news-reels.

The division works closely with the field staff of the Office of War Information. This staff consists of men in all important news centers of the country including a number of men assigned directly to OPA regional and state offices.

THE CONSUMER DIVISION LAUNCHES AN EDUCATIONAL PROGRAM

Soon after OPA issued the General Maximum Price Regulation, it assigned the following four main functions to its Consumer Division:

1. To keep the consumer-buyer informed of the background, development, and character of the OPA programs of price control, rent control, and rationing
2. To interpret public reactions, attitudes, and appraisals of OPA's regulatory programs, and to channel this information to other OPA divisions for reference in making policies and in carrying on programs
3. To develop programs of citizens' activities aimed at the most efficient utilization of available consumer goods
4. To develop and encourage methods of securing voluntary compliance with price control, rent control, and rationing requirements

With these jobs clearly before it, the Consumer Division was organized into six main branches: Consumer Requirements; Editorial; Field Service; Commercial Relations; Program Activities; and Educational Relations. These, have now been changed to three branches: Consumer Requirements, Group Services, and Educational Services.

The Consumer Requirements Branch is, in a sense, the brain of the division. Its investigations form an accurate and authentic picture of the supply and demand of essential commodities. It assembles from the Research Division, from the Division of Civilian Supply of the War Production Board, from the commodity branches of the Office of Price Administration, and from other sources, information on the present and prospective demand and supply

for various types of consumers' goods. On the basis of such information it makes policy recommendations to the appropriate divisions and branches.

The Group Activities Branch offers its services to community organizations and civic groups. It works in close co-operation with state and community war councils, with women's clubs, churches, fraternal organizations, and similar groups. Labor unions are approached chiefly through the Labor Policy Branch of the Research Division.

The Educational Services Branch serves public and private schools on the elementary and secondary levels; colleges and universities; business, technical, and professional schools; and youth groups and other organized educational groups. It is the responsibility of this branch to provide, in co-operation with other agencies, such as the United States Office of Education, services in line with the four major functions of the Consumer Division previously stated.

THE CONSUMER DIVISION SUPPLEMENTS OTHER GOVERNMENT AGENCIES

It is probable that the most urgent and the most universally applicable program for consumers relates to the operations of OPA. It is imperative, however, that the work of the Office of Price Administration be harmonized with consumer programs sponsored by the Treasury, the War Production Board, the United States Office of Education and other government agencies. To help schools co-ordinate various government programs, the United States Office of Education in co-operation with a number of other governmental agencies, is now working on plans which are likely to be placed in operation shortly. Those plans call for the co-ordination of the various efforts to educate the consumer through the schools.

To illustrate the continuing importance of consumer problems, it is worth mentioning that activities of the Anti-Trust Division of the Justice Department render services to consumers which compare in magnitude with the work of OPA. The Food and Drug Administration, the Federal Trade Commission, and the Agricultural Marketing Service are working in close harmony with OPA's Division of Standards. Likewise, the food-stamp plan and the free school-lunch program are directly related to the OPA policy of protecting the living of our lowest income groups, in the interest of national strength and security.

Because so many agencies have taken an interest in the war-time consumers' program, there is certain to be some duplication and repetition in the educational materials issued by various divisions of government. On the whole, that duplication appears to be all to the good. It is a sign that there is a common interest in these programs among many government agencies. It is also an assurance that the discussion of consumer problems will be extensive enough to reach everyone. In view of their war-time importance, consumer problems cannot be discussed too often.

THE EDUCATIONAL SERVICES BRANCH GETS UNDER WAY

To inform American schools and colleges, youth and adult education groups, and other educational agencies and organizations regarding the government's war-time economic programs is a complex and difficult job. To enlist these educational agencies and groups in the war-time effort on the Home Front is an even more complex and difficult undertaking. In the field of secondary education alone, high schools enroll approximately 8,000,000 pupils,¹ served by some 300,000 teachers and administrators.

While carrying on its part of the OPA's educational program, the Educational Services Branch is taking steps to co-ordinate its efforts with those of such other Federal agencies as the United States Office of Education; Office of Defense Health and Welfare; Office of War Information; United States Department of Agriculture (Consumers' Counsel Division, Agricultural Extension Service, and Bureau of Home Economics); War Savings Staff of the United States Treasury; and Bureau of Industrial Conservation (responsible for salvage campaigns). Such co-ordination, the Branch believes, is particularly essential in war-time when many Federal agencies are urgently calling upon educational institutions and organizations for assistance.

A CO-OPERATIVE PROGRAM IS NECESSARY

To do the war-time job, the co-operation of schools and colleges and of all other educational institutions, organizations, and agencies will be required. Suggestions will be made by the Washington office as a service to the field, but the actual school programs will have to be developed by individual teachers, schools, and school systems; state departments of education; state and national teachers' associations, and organizations of teachers of subject fields.

Whatever programs are worked out, it is the program which the individual teacher plans and puts into effect in his own classroom and school which will accomplish the most. To the extent that this teacher succeeds in building understanding of the war-time effort on the Home Front and to the extent that he helps pupils make adjustments in their ways of living in accord with the imperatives of the war-time economy, he will make his contribution to the nation's Victory program.

Recognizing that many teachers and administrators throughout the nation are developing "grass root" educational programs, the Educational Relations Branch is eager to maintain a two-way flow of information to and from the field. When a school or school system carries on worth-while activities and projects in the area of war-time economic education and reports them to this branch, it will see that such valuable information is made available to others.

¹This figure was supplied by Mr. Emery M. Foster, Chief Statistical Division, U. S. Office of Education and represents 6,572,000 youth in grades 9-12 inclusive, 1,500,000 in the 7th and 8th grades of junior high schools, and 145,000 in junior colleges, making a total of 8,217,000.

CHAPTER III

Educational Responsibilities in the War-Time Economy

Drastic changes are now going on in our society. One of the first tasks of education at this time is to analyze these changes. The second is to interpret to the American people what these changes imply for their day-to-day modes of life. Both call for modifications in the "usual" goals and programs of our schools.

THE CHANGING PROBLEMS OF CONSUMERS

The consumer problem becomes much more complex when we think not of 134 million Americans as one group but of our next door neighbor, of the secondary-school girl going into a munition factory, of the Mexican boy here to help pick the crops, of the merchant sailor who takes his war bonus with the knowledge that each voyage may be his last, of the unemployed auto salesman, of the Memphis cotton-picker, or of the skilled tool-and-die maker. These human problems make the war-time economic program personal and complex. They make the need for an extensive program of education even more acute and urgent.

Human problems as well as those of materials are involved in the casualties among consumer goods. The list of such casualties is well known: autos, tires, refrigerators, radios, rugs, typewriters, stoves, electric appliances, and cosmetics. It includes nearly everything made with such strategic materials as metal, leather, burlap, wool, fats, rubber, and silks. For these materials, we are obliged to substitute wherever we can relatively plentiful materials such as cotton, wood, glass, clay, cement, hemp, coal, and hair.

Frequently, we have to take care that the substituted material does not run short. And, because of military operations, we are also contending with a condition we haven't met for more than twenty years—a shortage of machines and transportation and workingmen to do a given job in a given place at a given time. All these factors must be weighed when we study the prospects for consumer spending.

While studying changes in consumer income and spending, we have to bear in mind that these changes are not necessarily constant or even progressive or continuous. Measures taken to counteract a change may reverse a given trend. Take the paper situation for example. Several months ago there was a serious threat of a paper shortage. Efforts by schools and other agencies to collect wastepaper were so successful that the market was temporarily flooded and paper dealers could not find warehouse space to store the collections. Certain collections of paper were not vitalized because of the distance of the collection center from the nearest processing center.

Because of this fluidity in the war-time situation, it is necessary not only to examine trends but to keep alert constantly to reversals or acceleration of

trends. We realize now that the rubber shortage is serious, as shown clearly by the report of the President's rubber committee, made public September 10, 1942. In terms of the very best predictions it is now clear that there will be no synthetic rubber for civilian tires for at least a year, and then it will have to be restricted for use to essential transportation and war workers. We cannot say what our imports are going to be for the next few months, but we may reasonably assume that we lack ships to bring us our usual supplies of sugar, coffee, tea, and bananas. In our own community, we may watch to see whether rents are getting out of hand, whether compliance with price regulations is reasonably general, and whether rationing is receiving adequate understanding and support.

The realization of all such problems is a necessary preliminary to action with regard to those problems. It is the point of departure for our war-time programs of consumer education.

THE GOALS OF WAR-TIME CONSUMER EDUCATION

Once we recognize the problems of consumers in war-time, what shall we do about them? What are the educational services the American people need? One answer is found in the services all educational organizations—national, regional, and state—can render, including those of the OPA. In general, they have four major educational functions. Their fulfillment, let it be clear, will not give immediate relief to the fellow who says he has "lost" his gasoline ration book or to the shopper who wants to buy as he desires. But specific answers for these people grow out of our general objectives.

First, educational institutions have the responsibility for seeing that the public is properly informed, so that they may have the basis for developing a broad understanding of the war-time economic program. The responsibility is not only one of issuing accurate information, but of correcting misinformation. If people think rationing is unnecessary, educational groups must explain why it is an essential war-time measure. And if a scare-head story comes out to the effect that there will be an average of only one safety razor blade each week for every man in the United States in 1942, they can point out that this is exactly as many razor blades as there were in 1941. Educators assume a special responsibility to provide facts which by their accuracy and completeness will build public respect and confidence. Whereas ignorance, panic, and confusion are Hitler's self-proclaimed weapons; knowledge, reason, and order are ours.

Second, there is the objective to see that government is advised of public needs, just as the public is advised of government action. Opinion polls, surveys, and forums serve not only to advise the government but to mobilize, clarify, and express popular interest. Less formal means, such as letters written spontaneously, are likewise important in revealing consumer needs. Govern-

ment administration to be successful requires this reciprocal exchange of information and points of view with the development of a sense of mutual responsibility between the public and public servants.

Third, it is necessary for community leaders, charged by their official or strategic position with responsibility for community welfare, to encourage action appropriate to the community's most pressing problems. Salt Lake City provides a good example of such action. When rents rose in that community even after it was declared to be a War Rental Area by OPA, tenants held meetings and memorialized Congress. That action was helpful. It called the local problem to the attention of OPA which proceeded at once to open a Rent Control Office there to return rents to former levels and to protect tenants from rent increases.

Action on the part of local citizens must be constructive and orderly. It is likely to be so if it is sincerely inspired and properly guided through a good basic understanding of the facts. Otherwise, it may result in misunderstanding, hard feelings, and, in extreme cases, in violence and destruction. In any event, failure to establish appropriate community action toward our pressing consumer problems will weaken the Home Front and the war effort.

The *fourth* goal is contained in the other three and is compounded of them. That goal is the creation of a spirit of voluntary compliance with price, rent, and rationing regulations, and with other government actions developed in behalf of the consumer. Necessary prerequisites to that spirit of voluntary compliance are accurate information, a channel for the expression of inquiries and grievances, and a program of action. In these combined goals, one finds the possibilities of an informed and aroused public opinion which will reduce to a minimum the need to apply compulsory measures through government police action and court hearings.

In support of such a program, there are certain obvious organizational forms which the schools can follow such as: war committees, war information libraries, consumer centers, public forums, surveys, polls, study courses, training courses, exhibitions, and dramatic activities. It is well to indicate briefly how a few of these school enterprises may bear particularly on prices, rents, rationing, and conservation.



THE ARMY ROLLS ON RUBBER

The men who serve guns like this must have what rubber there is. A pontoon bridge requires 32,000 pounds, a raincoat 2.14 pounds, a gas mask 1.81 pounds. Our needs are nothing compared to the needs of the soldier.

A first step for the school might be to form a War-time Consumer Education Council composed of teachers of home economics, social studies, and others who may be interested. This council may provide consultation services for families who are seeking to adjust their budgets to war-time conditions. It may also organize neighborhood groups to discuss budget problems under their guidance, and it may offer its services to local women's clubs and similar organizations. Through this council adults may expand their natural interest in income and spending, and they may experiment with various adjustments of their income and spending to war-time demands. In effect, they would make a determined effort to organize a family budget. This organization of a budget is a beginning rather than an end. Because, after a budget is planned, the big problem is to make it work.

The next step would be to outline activities which will help local families to live within the budgets they have adopted. Many of these activities may be conventional peace-time economics. Others will relate to war-time measures — sharing of cars; pooling of durable equipment and tools; clothing exchanges; operation of home workshops and repair clinics; planning the apportionment of rationed supplies; checking on prices; attending hearings on rent control; assistance with rationing registration; co-operation with War Price and Rationing Boards; instruction in buying according to grades, labels, and standards; and study of price and rationing legislation, both national and local.

It is important to remember, too, that schools and communities will work out, in fact are working out, original ways of meeting war-time demands. Each family has its own ideas as to what it can do, and so does each community. The St. Louis Consumer Center and the consumer activities of housewives in Syracuse, New York, are good examples of spontaneous and original adult education activities. The consultants in the Educational Services Branch of the OPA found this summer equally notable activities in city school systems. At San Jose, California, for instance, each school is setting aside one room to serve as a community consumer center.

In the early days of the General Maximum Price Regulation, OPA had only one suggestion. That was *learn the main points of the law*. It was felt that if that much were known, everything else would follow. But now we are saying not only *understand the law*, but *act upon that understanding*. Education is not merely the reading of a book, the acceptance of certain facts, or the assumption of an attitude. Unless it produces action consistent with the facts, it is a barren and futile occupation. This is no time for extended deliberations and academic debates. This is a time for quick and decisive action on the Home Front as well as on the military. This is the time for united action.

THE SCHOOLS GET UNDERWAY

One of the most encouraging facts at the present time is that thousands of our schools are already mobilizing their resources for service on the economic

Home Front. Throughout the nation, secondary schools especially are moving ahead to develop truly vital programs of war-time consumer education.

Take, for example, a little Negro one-room rural school teacher on the Virginia Peninsula. Many of her neighbors, newly employed in the nearby shipyards, are now making seventy and eighty dollars a week and spending it before Monday morning. Working with her pupils, the parent-teachers association, the county "Junior League," and the local church, this teacher has launched a systematic war-bond sales campaign that is reaching and affecting almost every home in the community. She knows very little about the theory of war-time economics, but she knows exceedingly well what is required now to safeguard the living standards of her fellow citizens. This teacher is doing a real job in the fight against inflation.

In a public college in Pennsylvania, the mathematics faculty, as a service to secondary-school teachers, is analyzing the war economy, listing the problems it poses for the average citizen which involve the use of mathematics. In Ohio, the State Department of Education has created a State Central Steering Committee for the purpose of stimulating and guiding the development of war-time consumer education programs in all of the schools. A teachers' association in Alabama has arranged to include an article on war-time economics in each issue of its journal and to organize its regional and state meetings around this theme. In a large city on the West coast, every school is setting up a Consumer Information Center for use by pupils and teachers and patrons.

And so it is with educational workers throughout the country, in small rural schools and in great metropolitan universities; literally, in every part of the nation. This is, by far, the outstanding discovery of twenty OPA consultants who spent the summer working with teachers in the colleges and public school systems of America.

During a period of seven weeks, these representatives of the Educational Services Branch worked on the campuses of colleges and universities in thirty-three states. They conferred with officials of twenty-two state depart-



PRICE CONTROL EXCEPTIONS

All drugs, candies, tobaccos, and sundries sold are not controlled by OPA's regulations.

ments of education, with officers of dozens of professional associations, with hundreds of city school authorities, and with several thousand principals and teachers. Everywhere they found schools actively at work, adapting their programs to the economic requirements of victory. A few illustrations of what they are doing are expressive not only of the vast potentialities of the field, but even more strikingly of the extent to which thousands of our schools are already well under way.

In the Classrooms

Most general and most fundamental are the specific war-time economics learning activities being directed by individual teachers in countless classrooms in every part of the nation. One secondary-school home economics staff—perhaps scores of others—has listed all of the ways in which the war economy impinges upon the family and is organizing its instructional program in terms of the new problems of living which their compilation defines. Many English-composition teachers, acting on the premise that language arts should be developed in relation to the life situations where they must be used, are having their pupils interview local War Price and Rationing Board officials, outline such OPA pamphlets as *What Price Control Means to You*, develop and present original skits on how to market under price ceilings, and engage in many other vital activities appropriate for instruction both in English expression and in war-time consumer economics.

A class in literature in one mid-western school is developing a unit entitled "American Authors Speak of Thrift." There, Benjamin Franklin and many other writers are being studied for their ideas on conservation and thrift. A rural Negro teacher in Virginia has written and illustrated several excellent children's stories—with household animals, grandmother, the "Jones Family" next door, and all—in which her pupils read with delight the lessons they can now learn about war-time saving and conservation.

So it is in thousands of classrooms in the nation's schools. Thrift charts and campaigns, original "Victory Garden" and other songs, beautifully illustrated art-posters on a series of war-time consumer economics themes, debates on the nation-wide extension of gasoline rationing, recordings for pupils in state schools for the blind, OPA posters on "How Price Ceilings Affect You" and "How Price Ceilings Affect Those Who Sell to You"—these are among the scores of devices and techniques by which the pupils in our schools—and through them their parents—are now learning how to adjust their lives to the economic requirements of victory.

In Administrative and Supervisory Offices

To the end of even more extensive and vital learning activities than those described above, educational leaders everywhere have now turned their attention to adapting their programs to the changed economy in which we live. Among county supervisors in the rural South, in the offices of university deans

and presidents, and among the superintendents of great city and state systems of schools, how to incorporate war-time consumer education into the programs of the schools is now a major question for consideration.

A special committee appointed by the State Department of Education of Rhode Island has revised the state courses of study, providing for the direct study of war-time consumer economics. Emphasis is being placed upon price control, rationing, and the conservation of civilian goods. Similar projects are under way in the state departments of education in Maine, Vermont, and California.

In a number of states — including Arkansas, Nebraska, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Tennessee, Texas, Virginia, Washington, and West Virginia — state departments of education are also undertaking some revision of courses of study to the same general end. Special "resource units" bulletins, institutes for principals and key teachers — all are being utilized to mobilize the schools for participation in the nation's economic program for the Home Front.

In many individual counties, cities, and institutions of higher education, similar educational planning and reorganization is under way. In Louisiana parish, for example — where there are fewer than ten college graduates in a population of nearly 15,000 — an alert "Jeanes Teachers" (*i. e.* Negro rural-



A poster in bold, clear letters beside the meat counter is the easiest way for a retailer to display his ceiling on meats, which are included among the cost-of-living commodities in the General Maximum Price Regulation. The sign must be clearly legible to the customers outside the counter.

school supervisor) has formulated a comprehensive program by which the thirty-seven teachers she supervises can interpret the war-time economy and enlist the support of the citizens in every community reached by her schools. Already she has "translated" the main concepts of war-time consumer education into simple language which even her educationally deficient patrons and teachers can understand. Using these simple materials, together with various OPA posters and charts, she has initiated a series of teachers meetings for co-operative planning of a school-community program for the entire county.

The superintendent of a large southern city system of schools has called together all of his teachers to confer with state OPA officials and special consultants about the government's economic program and its implications for educational practice. This step is preliminary to a continuing emphasis he plans to make throughout the year. The Philadelphia Public Schools have assigned a full-time supervisor to work with administrators and principals in planning and conducting war-time educational programs.

In Los Angeles, the superintendent of schools has written a personal letter to all upper elementary school pupils asking them to tell how they have contributed to the nation's war effort and what they plan to do in the immediate future. These letters, analyzed and summarized, are contributing to the plans which Los Angeles teachers are making for the 1942-43 war-time educational program. A similar procedure is planned for the secondary schools.

Two teachers in each public high school in New York City have been designated as leaders of the war-time consumer education program in their institution. During the summer, these leaders participated in a one-week workshop where they developed concrete plans for introducing consumer economics into social studies, business education, home economics, and other subjects of study beginning the present school year.

The curriculum committee of the New York City colleges is developing a program for incorporating war-time consumer economics into many areas of the program of studies. A new course in *Economics of War* is one of their proposals. In several state land-grant colleges, audio-visual centers are now assembling pamphlet materials and film strips, and preparing recordings by means of which hundreds of thousands of consumers will soon be learning how to adjust their family budgets and living habits to an economy of shortages and anti-inflation controls. The "communications center" at one private college plans, in co-operation with representatives from several departments, to utilize its newly installed radio broadcasting apparatus for a series of war-time consumer education programs for the immediate community.

Many state and city school officials have agreed — or already begun — to obtain large quantities of basic literature from the Consumer Division of the Office of Price Administration to supply all their teachers. One such official, the Director of Negro education in Tennessee, has already sent a special

bulletin on war-time consumer education together with selected pieces of literature to all of the rural supervisors under his jurisdiction. Similar bulletins and materials will soon go to all Negro secondary-school principals and to teachers of vocational agriculture and home economics.

Reflecting this new emphasis throughout the schools, supervisory and administrative "house organs," together with many local and state professional journals and meetings, are taking on a decided war-time economics tone. *War-time Consumer Education in the Public Schools*, *The Secondary School and the War Economy*, *Protecting the Consumer Through the Schools* — these and scores of similar titles of bulletins and addresses are expressive of the increasing attention which the nation's educational leaders are now giving to the vital role our schools can, and must, play in the current Battle of Inflation.

In the School's Community

Quite apart from its significance in the fight against inflation this growing emphasis on war-time consumer education is having another effect which one hopes will long endure. It is turning our still too isolated secondary schools to the direct service of their communities.

One of the most common and effective devices by which schools are carrying war-time consumer education to their communities is the establishment of Consumer Information Centers. Here, usually in one corner of the school library, there are assembled hundreds of pamphlets and posters on the wise-buying of selected commodities, how to shop under price ceilings, "Recipes to Match Your Sugar Ration," selected issues of *Consumers' Guide*, the new "U. S. Meat Stamps" designating quality standards for beef, "Sugar for Canning," "Make Your Car Last Longer," and on many other related topics of immediate concern to consumers in a war economy. These materials are made readily accessible to the general public, usually with the school librarian and specially trained pupil assistants in charge of their use and distribution. Co-operative relations are being established with the Congress of Parents and Teachers and with other community groups, to the end of popularizing the Center and vitalizing its program. Literally hundreds of secondary schools have already set up or are in the process of establishing such Consumer Information Centers for use by the community. As was noted above, at least one city system on the West coast has arranged to develop such a Center in every school.

In their various types of war-service campaigns, our schools are extending their activities more and more out into the community. War bond and stamp rallies, salvage campaigns, drives against waste — all tend increasingly to encompass the community into the school's area of operation.

There are still other activities through which this school-community relationship is growing closer. A number of schools are sponsoring forums on

controversial aspects of price control and rationing. Many are conducting "Consumer Weeks," with various assembly and other programs which the public is urged to attend. Parent-teacher study groups on consumer economics have been organized in a number of localities.

Not only is the community being brought into the school for war-time economics information, but several types of devices are being developed by which pupils and teachers carry the "story" out into the community. Attention has already been called to retail price-ceiling compliance surveys which a number of schools are conducting. Several institutions are known also to have organized speakers bureaus, through which selected and specially trained pupils address local organizations on questions relating to the war-time economy. Still another type of activity is the "Consumer Pledge" campaign. This fall pupils in schools all over the country are canvassing their communities systematically, collecting thousands of signatures to the pledge:

I WILL BUY CAREFULLY — and will not buy anything above the ceiling price, no matter how much I may want it.

I WILL TAKE GOOD CARE OF THE THINGS I HAVE — and will not buy anything made from vital war materials which I can get along without.

I WILL WASTE NOTHING — and will take care to salvage everything needed to win the war.

By means of these and a variety of other activities, our secondary schools are demonstrating their strategic value as *media* for educating the general public, and are making a big contribution to victory on the economic Home Front. They are also building a new and intimate relationship with their respective communities.

A PROGRAM FROM THE "GRASS ROOTS" OF AMERICA

Teachers are moving on the economic Home Front. Of this there is no doubt. Even more significant is the fact that they are moving largely on their own initiative. Some of the programs here described were stimulated this summer by OPA Consultants working in the field. In far the majority of cases, however, these consultants "discovered" the programs and then gave guidance and assistance in further development. This is as it should be and must be if our schools are to make their maximum contribution to the fight against inflation. Washington can make plans and suggestions, but teachers and school officials in the 30,000 communities throughout the nation must themselves do the job. Already the educators of this country are responding to the need. They will continue to do so.

SECTION II

The Role of the School on the War-time Economic Front

War-time Economic Objectives of the Nation

1. Produce Essential War Materials
2. Prevent War-time Inflation
3. Maintain as Satisfactory Living Standards as Possible

THE SCHOOLS CAN HELP TO:

- I. *Develop an Understanding of the Dangers of Inflation and How to Control it, through Instruction in:*
 - a. The facts of a decreasing supply of consumer goods and services and an increasing consumer income
 - b. The President's Seven Point Program to prevent inflation—laws, acts, and agencies
 - c. The changing economic state of the nation
- II. *Maintain Price Ceilings, through Instruction and Activities in:*
 - a. The Office of Price Stabilization's program to maintain price ceilings
 - b. The retailers obligation to post price ceilings
 - c. The obligations of consumers—children and adults—to know, abide by, and report on regulations regarding price ceilings
 - d. The development of favorable attitudes toward price control
- III. *Make the Most of What We Have, through Instruction and Activities in:*
 - a. How to conserve foods and services
 - b. The dangers of hoarding
 - c. The necessity for salvage campaigns
 - d. The use of substitutes for scarce goods
 - e. Sharing scarce goods through pooling and rationing
 - f. Not buying unless a necessity exists
- IV. *Maintain Quality Standards, through Instruction and Activities in:*
 - a. The importance of maintaining quality standards
 - b. Adequate informative labellings
 - c. Government sampling and testing of consumer goods
 - d. Intelligent buying
- V. *Make Our Dollars Do Their Part, through Instruction and Activities in:*
 - a. The importance of buying war bonds and stamps and of saving money
 - b. The necessity for higher taxes
 - c. The importance of paying debts and mortgages
 - d. The importance of credit control

CHAPTER IV

Organizing the School for Victory on the Economic Home Front

The imperatives of "total war" demand an all-embracing victory-program in our schools. This need is nowhere more urgent than in the battle of inflation now shaping up on the economic Home Front.

Over eight million secondary-school youth are an important force in the nation's fight to maintain a stable war economy here at home. These young people — as indeed we all — must learn quickly to adjust their living habits to the economic requirements of victory. To this end, the total organization of our schools should now be directed.

NEW NEEDS OF YOUTH IN AN ECONOMY OF SHORTAGES

The boys and girls in our secondary schools are eager to help win the war. They respond with enthusiasm to every valid proposal to this end. Without effective guidance, however, they can hardly be expected to acquire those patterns of economic behavior which all of the nation's consumers are now called upon to possess. Our war-time economy of rapidly developing shortages, price control, and rationing poses new problems for youth, problems to which their normal tendencies do not naturally adjust.

Most youngsters like to spend freely; and, if money is at hand, they will use it. Non-essential foods at the bakery, soda fountain, or candy counter; all manner of decorative or even serviceable but unnecessary clothing; new gadgets for the bicycle; movies, marbles, dime novels, gas and oil for the car — these and scores of other commodities and services motivate the ready spending of youthful quarters and dollars. But we must *spend less* and *save more* to prevent inflation. Our young consumers must learn this urgent war-time lesson.

The problem of youthful spending is aggravated by the fact that many secondary-school boys and girls now have much more money than usual. Growing family incomes bring larger allowances for son and daughter. Besides, through part-time or full-time employment, ever-increasing thousands of our young people are, themselves, earning substantial incomes. Witness, for example, the enormously increased number of work-permits in most of our school systems and the large wages for work which they are doing. It is essential that this growing purchasing power of secondary-school youth be channeled along non-inflationary lines.

The war-time market in which our young people now spend their increased income is different from that to which they are accustomed. It is a market of retail price ceilings, which even young consumers must help to make effective. It is a market where ration cards are essential — except in those illegal and anti-victory "black markets" which all patriotic consumers

must now eschew. It is a market of quality deterioration — against which the wise buyer must now more than ever be on guard. Our boys and girls need to learn how to protect their own and the nation's interests in this new retail market of growing shortages and war-time economic controls.

The nation's fight against inflation impels significant changes in the recreational habits of our youth. Tires and gas must be conserved; hence, "joy-riding" is gone for the duration. Use of the "juke box," the win-a-nickel slot machine, light beverages and other "refreshments," and hosts of commercial recreational activities need to be curtailed in the interest of victory on the economic Home Front. Our young people need guidance in the building of recreational patterns of behavior which are both wholesome and anti-inflationary in their effects.

As in the case of recreation, so in other areas of youthful living, the war economy has given rise to a varied assortment of "new" problems. The increasing number of working mothers and the induction of fathers into military service tend to disorganize family life, with resultant maladjustment in the social behavior of many young people. Especially is there a tendency toward increased juvenile delinquency, a trend which is aggravated by inadequate housing and by inadequate recreational child care in centers of war production. Fuel shortages, clothing with reduced woolen content, increased food costs and resultant problems of nutrition, limited medical services—all present special hazards to the health of boys and girls. Our schools now must help young people to make effective adjustments to these and other related problems of living which the impact of this war has either created or made more acute.

The patriotism of youth is above question. Our secondary-school boys and girls will respond to these new war-time economic needs quite as heroically as to any other call for war service. But they must be led to understand the nature of the struggle on the economic Home Front, and they must have guidance in the building of more effective patterns of war-time consumer behavior. To provide such understandings and guidance is now an urgent necessity for every school which would measure up to the requirements of total war.

OBJECTIVES OF WAR-TIME CONSUMER EDUCATION

The main goals of secondary-school programs of war-time consumer education are implicit in the new economic problems which our youth and the nation now face. They may be formulated in terms of the following understandings, attitudes, and desired behaviors which effective living and victory on the economic Home Front now require of all consumers.

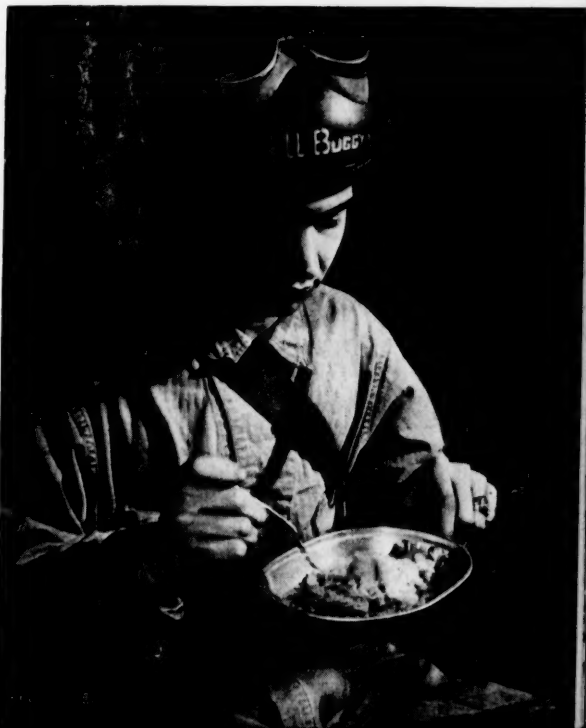
UNDERSTANDINGS

As an essential basis for intelligent and effective consumer behavior, secondary-school pupils need to understand the general character of the war

and the nation's war effort, the origin and nature of the current threat of inflation, and the necessity for broad consumer participation in the government's program of war-time economic controls. More specifically, a functional command of the following generalizations should be developed:

1. This is a people's war for human liberation, one in which the stakes are no less than our very existence as a free and independent nation, and one in which the paramount interests of all Americans are now inseparably merged. It is a "total war," affecting all aspects of our lives, a war which is waged against and by the civilian population as well as the armed forces. It is a war in which nothing short of the concerted efforts of *all* the American people will suffice.
2. The tremendous and increasing demands of war production, inadequate transportation, and losses to the enemy are giving rise to serious shortages of many types of civilian goods and services.
3. Government war expenditures flow into salaries, wages, profits, and savings. Some occupational groups have benefited more than others.
4. Increased consumer purchasing power in a market with a decreasing supply of civilian goods creates a powerful tendency for prices to rise. Unless this inflationary tendency is effectively checked, the American living standard and the war victory program of our nation will be disastrously undermined.

Food goes well after a ride in the "Hell Buggy", a nickname for the vehicle in which this young trainee in the armored forces does his stuff. As long as soldiers can eat and can give disrespectful names to their equipment, all's well.



5. In order to check inflation, consumer purchasing power must be brought more closely into balance with the available supply of consumer goods.
6. The President's "7-Point Program" to combat rising living costs represents a comprehensive set of economic measures which, if made effective, will suffice to check inflation.
7. Broad understanding and active participation by consumers throughout the nation are absolutely necessary to make these war-time economic controls effective.
8. There are many ways in which the individual consumer, in his day-to-day living, can help to make war-time economic controls effective, and thus promote victory on the economic Home Front.
9. No material or personal sacrifice by civilian consumers is comparable with the human sacrifice made by the women and men in our armed forces and by their families.
10. Civilian morale is as essential as military morale in winning this war. Civilian morale involves the making of personal sacrifices and the receiving of bad news from the war front with added determination to undergo more hardships and sacrifices at home.
11. The civilian sacrifices in winning the war are the premiums now due on the liberty and freedom we have enjoyed in America.
12. With increased privileges in a democracy there are parallel increases in responsibilities.

ATTITUDES

No less important than these basic understandings are the attitudes of our young people toward the war and especially toward their roles as civilians in winning the war. Among others, the following attitudes should be developed:

1. An appreciation of the critical status of the war and the urgent necessity for an invincible will-to-win.
2. A feeling of complete personal identification with the nation's war effort and an eagerness to join hands with all other Americans and with all the peoples of the United Nations for victory.
3. A feeling of personal responsibility and importance as a consumer in promoting victory on the economic Home Front.
4. The determination that scarce goods shall be shared fairly, not according to ability to pay high prices.
5. The conviction that no group or individual should profit from the war.
6. The determination to buy carefully, to take care of the things one has, and to waste nothing.
7. Willingness to co-operate with others in sharing goods and services in the interest of mutual conservation.
8. Readiness to make any personal sacrifice and to co-operate in every

way with the government's war-time economic program to control inflation.

9. An attitude of resentment toward individuals or groups who place individual welfare above national welfare.
10. An attitude of confidence in our military and civilian leaders, accepting their guidance and changes in policy with the feeling that they are directing wisely the war program.
11. A desire to possess accurate knowledge and information concerning governmental and civilian war-time policies and to accept no rumors.

DESIRED BEHAVIORS

The controlling purpose of school efforts to develop special war-time consumer understandings and attitudes is, of course, to modify overt consumer behavior. The chief behaviors which young people should now acquire are here listed according to the main areas of economic control in which consumer participation is of special importance.

A. *Price and Rent Control*

1. Looking for posted ceiling prices and of shopping around for the best bargains before buying
2. Detecting inaccuracies in the posting of ceiling prices and knowing what to do about them
3. Protecting oneself and the nation against willful or unintentional violations of price and rent-control regulations
4. Settling differences between consumer and retailer in a co-operative manner

B. *Rationing*

5. Obtaining and using ration cards correctly
6. Reporting existing "black markets" to local rationing authorities in such a manner as to insure their elimination
7. Sharing with others the civilian goods available
8. Making decisions in the purchase and use of goods on the basis of equality for all persons
9. Interpreting rationing as a fundamental practice in a democracy

C. *Wise Buying*

10. Judging the quality of things one buys through informative labeling
11. Purchasing foods which have maximum nutritive value and clothing which yields maximum warmth and service
12. Comparing qualities as well as prices before buying
13. Satisfying one's needs through the purchase of commodities which are not made from vital war materials
14. Buying by weight instead of by money
15. Checking purchases to see if mistakes are made in quantity, quality, and charges

16. Keeping down the cost of distributive services by (a) carrying purchases, (b) not exchanging articles purchased, and (c) paying cash

D. *Conservation and Salvage*

17. Making simple repairs for the longer and more efficient utilization of personal and household belongings (*e. g.* clothing, bicycles, furniture, heating equipment, lawn mowers, water faucets, vacuum cleaners, washing machines, etc.)
18. Using all personal, school, and household supplies and equipment with extreme care; avoiding waste in all forms
19. Participating in co-operative "pools" for the sharing and conservation of essential commodities and services (*e. g.* rubbers, rain coats and other clothing, taxi cabs, washing machines, garden tools, bicycles, papers.)
20. Using substitutes for materials that are scarce
21. Collecting essential war materials of which there are critical shortages (*e. g.* scrap rubber, metals, rags, fats, etc.) and depositing them at local war-salvage stations.

E. *Saving*

22. Making personal war-time budget which eliminates all non-essential spending; living within such a budget
23. Buying war stamps and bonds regularly
24. Paying debts promptly and not incurring new ones
25. Eliminating luxuries from one's standard of living

F. *Educating Others*

26. Interpreting to one's family the necessity for their participation in anti-inflation controls, and modifying family consumer practices to this end
27. Interpreting the war-time economic program to other community groups and stimulating their participation as patriotic consumers

There are, of course, many other understandings, attitudes, behaviors, and abilities which it is important for consumers to develop during this period. The general objectives listed above, however, comprise the main goals of secondary-school programs of war-time consumer education.

A PROGRAM FOR THE ENTIRE SCHOOL

As in the case of all other educational goals, the approach of the school to the special objectives of war-time consumer education must be through its total organization. The resources of the classroom, extra-classroom activities, and school-community relationships — all must now be mobilized to further the nation's fight against inflation. There is a wide variety of activities by which secondary schools can render valuable war-time service in this crucial struggle on the economic Home Front.

Classroom Instruction

It is in the classroom, of course, that the school's main emphasis upon war-time consumer education must be placed. What this entails for the cur-

riculum experiences of pupils in the several subject-matter fields is interpreted in the following chapter. Attention is here restricted to relevant activities in other areas of the total curriculum.

Extra-Classroom Activities

The experiences of pupils in their different extra-classroom activities afford rich opportunities for effective war-time consumer education. From among the many approaches this area of the curriculum provides, only a few are here cited by way of illustration.

Assemblies — The school assembly is an important medium for developing all of the important learnings and behaviors which young consumers should learn. Speakers should appear regularly to discuss the war and war-time economic controls, with time provided for questions and answers and for pupil panels. Brief original dramatizations of many types (*e.g.* marketing scenes relating to price control and rationing compliance, the local War Price and Rationing Board in session, what scrap salvaged here means to the boys at the front, incidents centering around the family's war-time budget, etc.) warrant frequent presentation. Demonstrations on how to conserve scarce commodities (*e.g.* fuel, gasoline, household equipment, etc.) offer varied possibilities. Films and original songs may also be used. Richmond, Virginia, for instance, has recently composed a song "Richmond Fights Inflation" to the tune of "Old Suzanne."

"Pep talks" to stimulate pupil participation in war-bond rallies and salvage campaigns, mass acceptance of the "Consumer's Victory Pledge," debates on controversial aspects of price control and rationing — these are but suggestive of the many ways in which the assembly can further the all-school program of war-time consumer education. Incidentally, related experiences developed in classrooms, clubs, and other activities might appropriately find expression in the general school assembly.

Clubs — Club activities can serve greatly to enrich and supplement classroom instruction in war-time consumer education. The Social Studies Club, for example, could establish and maintain an all-school consumer bulletin board, posting accounts of current developments on the economic Home Front. Nutrition demonstrations, experiments with original recipes for desserts without sugar, consumer exhibits for the entire school, the routine salvaging of fats for war production, and the organization of clothing pools for the entire school are illustrative of some of the activities which the Home Economics Club could sponsor. Such other clubs as the Radio Club and Foreign Affair Clubs, could prepare and use material dealing with consumer problems and the war effort.

The war-time economic program involves many current controversial issues which would serve to vitalize the program of the Debating Society. Should gasoline rationing be extended to the entire nation? Should farm

WHAT YOU CAN DO TO HELP WIN



1 Talk over Price Control with your neighbors.



2 Shop around. Different stores have different price ceilings.



3 Know what things have Ceiling Prices posted.



4 Know what things do not have Ceiling Prices.



5 Read labels. Watch grades and quantities.



6 Watch weight and measures.

PRICE CONTROL PROTECTS YOUR

THE WAR ON THE HOME FRONT



7 Pay cash. Reduce your debts.



8 If you think you are being charged too much talk it over with your store keeper.



9 If you are sure you are charged too much ask for a receipt —



10 And send your complaint to your Local War Price and Rationing Board.



11 Buy ONLY what you need.



12 EVERYBODY must work together to keep Prices down.

POCKETBOOK AND YOUR COUNTRY

prices be stabilized below 110 per cent of parity? Should wages be "frozen" or even "stabilized" for all workers? Should war-bond purchase be made compulsory? Debates on these and similar issues would do much to further the war-time consumer education, not only of the participants but of their audiences as well.

The Literary Society would find both interesting and profitable the discovery and popularizing of excerpts from the old masters which are relevant to the nation's current program of anti-inflation controls. Both John Winthrop and George Washington had important things to say about price control. Such Revolutionary War ballads as "A Lady's Adieu to Her Tea Table," together with the long-abiding "Hasty Pudding" of earlier New England housewives now have peculiarly modern significance. No better advocate of thrift and saving could now be pressed into war service than Benjamin Franklin and his "Poor Richard." Similarly, the Historical Society could learn much about our current war-time economic problems by inquiring into the nation's earlier experiences with inflation. The periods following the Revolutionary and Civil Wars, the California gold rush, the First World War—all afford illuminating illustrations of the nature of our current difficulties and the dire necessity for anti-inflation controls.

The Pen and Scroll Club might readily turn its talents to service in the fight against inflation. In addition to relevant plays, poems, and essays by its own members, it could well organize creative writing contests among pupils generally on the problems of consumers in a war economy. For example, limerick contests on selected anti-inflation themes would stimulate much interest and wide participation.

Intra-school and school-community programs of war-time consumer education could make good use of many decorative posters, charts, and slogans that the Art Club might well prepare. (For illustrations, see the Appendix, section D.) The Science Club could undertake useful experiments designed to measure changing quality-standards in clothing, foods, and other common items in the family budget. The Mathematics Club could calculate and prepare simple charts to show the practical value of war-bond purchases to the nation now and to consumers after the war, or the aggregate annual savings which rent control is bringing to the community. It might also inquire into the comparative inflationary effects of different forms of government borrowing and credit or keep an up-to-date graphic interpretation of current trends in retail prices, farm prices, wages, and profits. To the Dramatic Club, of course, goes major responsibility for creating and presenting many brief skits and a few more substantial plays dealing with the problems of consumer living in our war-time economy.

Even now clubs may be formed, such as youth auxiliary clubs of the local OGD, consumer clubs, conservation clubs, and "Swappers" or exchange clubs.

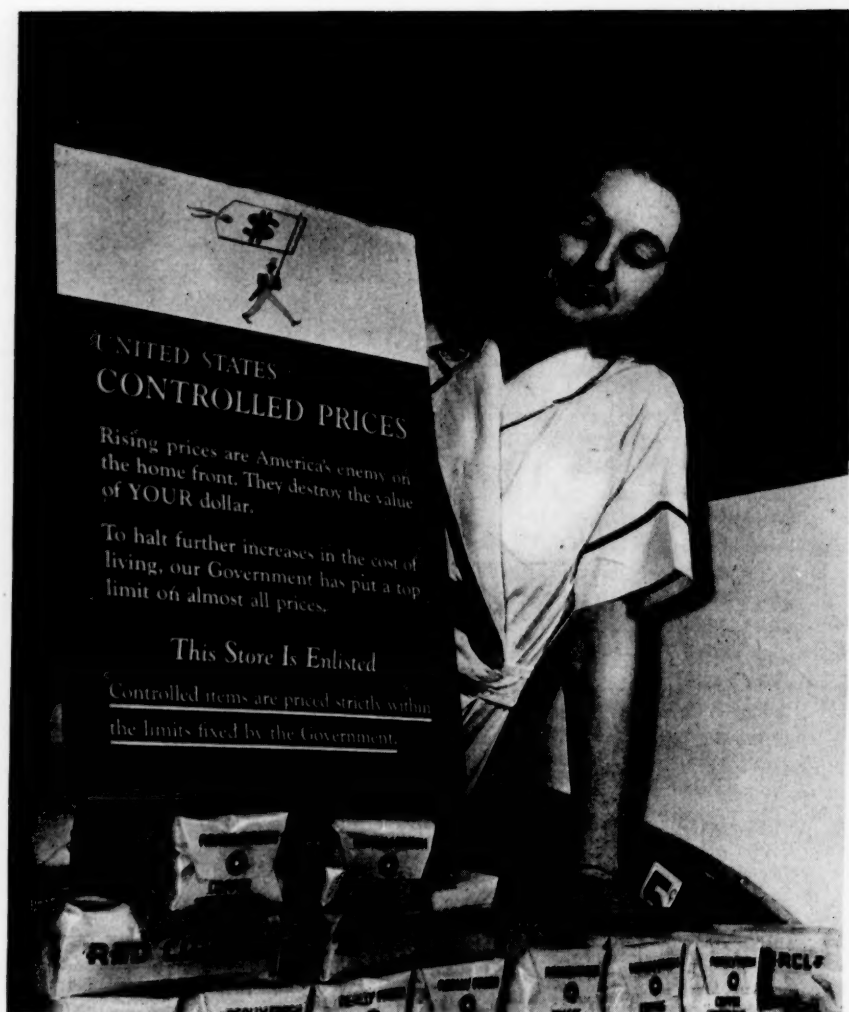
And so it is with the many other types of organizations which secondary-school extra-classroom programs commonly include. To cite a few more illustrations, the *Hi-Y Club*, *Boy Scouts*, *Girls Scouts*, *4-H Club* and other such groups could initiate fuel conservation campaigns, stimulate the development of "victory gardens," conduct school-community drives for the salvage of critical war materials, collect signatures to the "Consumer's Victory Pledge," and render a variety of other important war-economy services. The school bank is the logical agency to take the lead in habituating pupil-saving through the purchase of war bonds and stamps. Any one of a number of organizations could organize a speakers' bureau for war-time economic service.

Homerooms — All of the various school-wide contests, drives, and campaigns in the anti-inflation fight can gain impetus through inter-homeroom competition. Further, each homeroom can carry on its own program of discussion, bulletin boards, dramatization, slogan contests, salvaging, and the like.

Perhaps the peculiar war-time economic responsibility of the homeroom is for the personal guidance of youth. The protection of health despite fuel shortages and low-grade woollens, dietary habits, personal war-time budgets, new forms of recreation, whether to stay in school or enter upon gainful employment — these and related problems should form the basis of much group discussion, individual consultation, and continued overt action in the personal living of our young consumers.

Publications — The school paper, together with other publications, can render a real service to the total program. It should feature classroom and extra-classroom activities related to the fight against inflation. Digests of current developments in our war economy should receive continual attention. A column of "Hints to Consumers — Young and Old" could develop into a valuable educational medium. Similarly, student yearbooks or annuals, magazines, and bulletins should be so planned as to make a contribution to the nation's all-out struggle on the economic Home Front.

Library — The school library should operate as a consumer information center for pupils, teachers, and the general community. A wide variety of books, magazines, and pamphlets on the war economy and its implications for consumers should be obtained and catalogued. Bulletin boards and a special consumer reference shelf may provide attractive displays for particularly valuable materials. A comfortable consumer corner can be arranged for youthful and adult readers. Supplies of selected pamphlet materials should be obtained from the OPA for general distribution. It is especially important that the library consumer information center be kept open evenings, and that the community be made fully aware of the services it offers. Volunteer pupil assistants should be trained to participate in operating the center. The library might serve as headquarters for the exchange of all types of printed materials, toys, and articles of clothing.



Indicating their support of Uncle Sam's new price control order, many retail stores throughout the country are displaying this red, white, and blue poster.

Cafeteria—The school cafeteria should constitute a model demonstration of wholesome war-time dietary practices, price-control, and rationing compliance. Simple, highly nutritious bills of fare should be the invariable rule. Carefully prepared "hints" for pupils' meals should be posted. Meatless days should be rigidly observed. Sugar should be carefully rationed. Price ceilings for beverages, candy-bars, and other items should be prominently and correctly posted. Left-over fats and oils should be carefully salvaged. In the cafeteria, pupils should learn through daily experience how to function as wise and patriotic consumers.

SCHOOL-COMMUNITY RELATIONS

It is important now to expand the school's community-relations program to include a wide variety of war-time economic services. Attention has already been called to such activities as the price-ceiling compliance survey, consumer information center, speakers' bureau, and "Consumer's Pledge" campaigns. There are many other community activities which the school would do well to initiate.

Parent-teacher consumer study groups should be organized. Bulletins to parents should feature the school's consumer education program and offer helpful suggestions for effective family living in war-time. Forums on war-time economic themes should be held frequently. Salvage and war-bond campaigns should be so directed as to embrace the entire area served by the school. The development of "victory gardens" should be stressed. Actual demonstrations of how to insulate dwellings to conserve fuel, how to get maximum service from household heating equipment, and similar conservation measures should be conducted in selected homes about the community.

In all aspects of the extra-school program, special effort should be made to reach every group in the community. Particular attention should be given to involving Negro and other low-income groups of consumers. Their aggregate purchasing power is of tremendous importance in the fight to control inflation. School programs must, by all means, seek to enlist their full participation in the struggle of the economic Home Front.

ALL-SCHOOL PLANNING AND CONTROL

Total school participation in the fight against inflation should imply an all-embracing responsibility for planning and directing the program. Pupils, teachers, principal, and community — all should be involved in this process.

It may be well to organize an all-school "Economic Victory Council" for the stimulation and co-ordination of classroom and extra-classroom activities on the anti-inflation front. Some equitable scheme of representation should be worked out. Comprehensive and continual planning should be undertaken. Real responsibilities should be delegated to various sub-committees. There could be a Committee on Instruction, for example, composed largely of teachers from the several departments with a few pupil representatives, the purpose

of which is to plan and direct the intra-classroom program. The student council together with its faculty advisers could be given major responsibility for the extra-classroom program. A special pupil-teacher-parent community relations committee could be delegated to look after extra-school activities.

The particular organizational scheme utilized is not important, but the principle involved is crucial. As is true of the war effort as a whole, so in the fight against inflation, every consumer — young or old, lay or professional — has an important patriotic duty to perform. Academic class differences, precisely as is true of class and racial barriers in the larger society, must now be cast aside in the interests of our common goals. In its planning, control, and direction, the secondary-school's war-time program on the economic Home Front must assume the true characteristics of a democratic people's movement. For this is, in truth, a democratic "People's War."



One of America's soldiers of the Home Front takes her salvaged household fats to her local butcher, who displays the sign "Official Fat-Collecting Station." She has collected at least one pound of fat (butchers cannot handle less than one pound) which has been strained through a metal sieve and poured into a wide-mouthed can. Note poster explaining use of household fats and greases.

CHAPTER V

Organizing the Curriculum for Consumer Education

The major objectives of the war-time program of Consumer Education have been indicated in chapter four. In order to achieve these objectives, pupils need to deal squarely with the problems and issues involved. They will need to have opportunities to acquire the essential information involved, to discuss the issues with themselves and with sympathetic and understanding adults, and to participate in activities growing out of their study.

The selection of the particular course or subject in which the problems are studied is less important than the selection of the problems themselves. As the war scene changes, teachers should change their instructional programs. At the present time the following problems are suggested as being crucial for study by all secondary-school pupils:

1. Why do we face inflation, how far has it already advanced, and how can we control it?
2. Why do shortages exist and what materials are scarce?
3. How is the government trying to protect consumers from shortages and rising living costs and how can consumers participate in programs for their protection?
4. How do price control and rationing regulations operate and what can the consumer, the merchant, the producer, and the laborer do to assist in their enforcement?
5. How are savings, buying government bonds, controlled credit, and increased taxes related to the anti-inflation program and what can consumers do to make related governmental regulations and policies succeed?
6. What economic problems are likely to face us after the war and how can we now plan to solve these problems?
7. How does the war effort affect housing in our community and elsewhere?
8. How can we maintain essential community services in wartime?
9. What are good buying practices in wartime?
10. How can we make the best use of available consumer goods?
11. Why are priorities necessary to the war effort?
12. Why are the level of wages and the price of farm products issues in the control of prices?

METHODS OF ORGANIZATION


The manner in which war-time consumer education is organized for instruction depends in different communities upon the existing structure of the curriculum, the qualifications of teachers, various administrative considerations,

the community, and the points of view of teachers. A number of organizational plans might be used—as a special course, core courses, special units in separate fields, or correlation among subjects.

As a Special Course

A separate course in "War-time Consumer Economics" could probably operate effectively on any grade level above junior high school and could be offered by any one of several subject-matter departments. While the exact content of the course may vary from community to community and from grade to grade, certain essentials should receive major attention. These essentials are the economic dislocations resulting from the war; the origin, nature, and implications of the threat of inflation; problems in the buying of commodities and services under price control and rationing regulations; effects of the war economy upon the family budget; necessity for and means of conservation, salvage, and saving; war-time buying motives and legislation protecting the consumer; consumer protective agencies and procedures; and the role of individuals and groups in promoting victory on the economic Home Front.

The separate course in "War-time Consumer Economics" can be taught by one teacher, or it can be handled co-operatively by three or four teachers from different subject-matter fields. The former plan has the obvious advantage of centralizing responsibility on one teacher who may have special qualifications for instruction along this line. The co-operative course, however, may make possible a much enriched pupil experience. There are experiences that teachers of business education, home economics, science, and social studies have which no one consumer education expert, working alone, could bring to the course. Joint participation in such a course would probably lead teachers to vitalize the instructional program and would serve also to extend the course into their own special subject-matter classes.



Now's the time to take those nice long walks you always promised yourself. Carry those bundles home from your neighborhood stores and thus help conserve tires on your own car and your merchant's delivery truck as well.

In the Core Curriculum

The core curriculum organized around functional aspects of social life provides a framework which is peculiarly appropriate for effective war-time consumer education. The Virginia core curriculum for secondary schools, for instance, anticipates that teachers in all the core fields will organize the pupil's learning experiences in terms of purposeful "units of work" centering around the following "major functions of social living:"

1. Protection and conservation of life, property, and natural resources
2. Production of goods and services and distribution of the returns of productions
3. Consumption of goods and services
4. Communication and transportation
5. Recreation
6. Expression of aesthetic impulses
7. Expression of religious impulses
8. Education
9. Extension of freedom

This pattern is similar to other core curriculum plans throughout the nation. Such a curriculum organization as this is readily suited to studying the varied war-time problems of consumer living. The conversion of our productive plants from civilian to military purposes; rationing and price ceilings as controls over the distribution and consumption of scarce commodities; the necessity for salvage, conservation, and saving; the post-war economy—these and all other essentials of war-time consumer education inhere in the very conception of the core curriculum.

Teachers who work with such functional and social-centered instructional programs as the core curriculum are already accustomed to adapting their content and procedures to the ever-changing problems of living. For them, the new emphasis on war-time consumer education will come easily.

As Special Units of Work in Separate Fields

Any field of study can offer an opportunity for the development of comprehensive units of work around the war-time problems of consumers, but probably the fields of business education, social studies, and home economics are most appropriate, with considerable emphasis upon certain aspects in agriculture, science, and industrial arts. The development of such units as the following would be valuable: "War-time Inflation—Then and Now"; "How Family Budgets Can Contribute to Victory"; "Marketing under Price Controls"; "Substitutes for Shortages"; "War-time Economic Controls—Newer Functions of our Government." These titles are illustrative of scores of rich and profitable learning experiences in which teachers may well seek to guide their pupils.

Other units on repairing durable goods, developing an understanding of the geography of raw materials, and increasing farm production would be useful.

Correlation with Existing Subjects

The special course, the core curriculum, and special units of work all represent forms of instructional organization in which more or less systematic and comprehensive attention may be given to war-time consumer education. The more easily adaptable approach is, of course, throughout the regular instructional program. The difficulty is that without planned units the "occasion" may not arise. This type of war-time consumer education does give, however, almost every teacher an opportunity to help fulfill the economic requirements of victory.

STEPS IN ORGANIZING THE PROGRAM

The steps essential for organizing a curriculum program of war-time consumer education are the same as those followed in organizing any other curriculum-development project. They are here summarized from the point of view of the secondary-school principal.

Defining Purpose

Initially, the principal and his faculty must develop understanding regarding the controlling purpose of the program. Why, at this time, is it so essential to incorporate consumer economics into the curriculum? Just what results are sought? Full discussion and study by the faculty are called for.

Organizing Personnel

War-time consumer education is but one of many emergency programs which ought to have a place in the secondary-school curriculum. It is advisable, therefore, that some central committee co-ordinate the various phases of the school's war-service program. Many institutions have already appointed such committees.

The technical aspect of developing the curriculum program can best be carried out by small working committees, selected from and reporting back to the faculty as a whole. Such committees, which might also include some pupils, should be appointed when their need becomes apparent.

Studying the War Economy

It is essential at the outset that teachers themselves come to understand the nature and significance of the war economy about which they teach. This calls for systematic study, perhaps through a series of faculty discussions based upon individual reading and committee reports. Provision should be made in each local school for keeping teachers constantly informed of the changes in policies, practices, and regulations dealing with the war-time economy.

Formulating Objectives

What specific things should pupils *know* about the war-time economy and its implications for consumer living? What *attitudes* and *abilities* should be

developed? For the faculty to discuss and agree upon a list of specific instructional goals is to make a major step toward the organization of an effective program. At this stage it may be helpful to consider the objectives listed in chapter four.

Determining Learning Activities

It is important to compile a list of learning activities by which the war-time consumer education objectives may best be achieved. Suggestions to this end, coming from teachers in various subject fields, should define a varied and rich series of vital pupil experiences.

Determining Curriculum Organization

The manner in which war-time consumer economic instruction will be organized in the curriculum should be determined by the school faculty. In any given school, of course, two or more of the organizational forms discussed above may well be adopted. For example, in some schools teachers in the fields of business education, home economics, science, and social studies are including appropriate content relating to consumers' war-time problems, and at the same time a separate course in "War-time Economics" is being offered on an experimental basis.

Selecting Instructional Materials

Many agencies are producing an ever-increasing abundance of literature about war-time economic problems. These materials must be read and evaluated in terms of the particular program under way; then assembled, catalogued, and made easily accessible to teachers and pupils. The school librarian, of course, should play a major role at this step. She can be an invaluable aid to teachers.

Determining Techniques of Evaluation

How shall the effectiveness of the war-time consumer education program be appraised? The school faculty should agree upon definite answers to this question, as it is an essential part of their co-operative curriculum planning.

PRICE CONTROL EXCEPTIONS

Among the articles whose prices cannot be controlled are books, newspapers, magazines, and periodicals.



Implementing the Program

The program must then be put into operation. This involves the acceptance of particular responsibilities by different members of the faculty. Administrative details must be cared for, continually helpful instructional supervision is desirable, periodic reports and evaluations by the faculty are essential. Above all, there must be real enthusiasm on the part of all persons concerned which will be produced by skillful guidance of the planning process.

INSTRUCTIONAL PROGRAMS IN THE SCHOOLS

Rather than attempt to suggest how the war-time program of economics should be taught in the classrooms of America, the members of the staff of the Educational Services Branch prefer to draw upon actual school practices discovered throughout the summer. It is hoped that these illustrations will be suggestive to others who are seeking suggestions as to how to proceed. As additional practices are reported, supplemental reports of them will be issued.

Social Studies

In Providence, Rhode Island, where social studies in the junior high school is of the fused type, all of the schools have been teaching in grades seven and nine a special unit entitled "The Social Studies in War-time." Four weeks were devoted to this unit. Among the topics are the following:

1. "Neighbors to the South and North"
2. "Background of World War II"
3. "The Meaning of Democracy"
4. "America at War"
5. "The Economics of Victory"

In one school in a western city a commercial geography class is tracing on a map the former sources of our raw rubber supply which have now fallen into the hands of the Japanese. There then ensues a discussion of why it was necessary to ration tires and of the ways by which our present tires may be made to last. The alert teacher with adequate equipment can quickly and effectively explain many types of shortages. Whereas pupils last year spent a great deal of time memorizing chief products, imports and exports, this year they are concentrating on a study of civilian and military goods. They are developing an understanding of what areas are under enemy domination, what trade routes are blocked or threatened, and are discovering for themselves the products the United States can no longer import. They then investigate substitutes for such products, make inventories of local supplies, and assist in salvage and conservation campaigns.

Curriculum revision in the social studies field in general has resulted in a series of units built around such themes as interdependence, conservation, industrialization, and the like. Teachers are now adding new material to these units and directing pupils in new experiences related to war-time needs. In an

eight-grade class in Haverford School, Haverford, Pennsylvania, a teacher in a unit of democracy is stressing rationing to illustrate the operation of functional democracy. He is also incorporating data on co-operatives as examples of voluntary organizations, and is stressing the responsibilities of citizens to conform with price regulations:

The following new units were developed this past summer by the social studies department of the Framingham, Massachusetts, High School:

1. "How Can I Spend My Money Wisely"
2. "Health" (stressing essential foods and clothing)
3. "Investments" (stressing war bonds and stamps)
4. "Inflation"

Also the department staff has prepared bulletins for all-school use on the subjects of (a) tires, (b) gas, and (c) food and clothes.

The usual unit on transportation, sketching as it did the development of our transportation system and showing the importance of that system to modern life, is now being revised to clarify the effects of the war on air, water, and land transportation, and to direct pupils in investigations on how we can do without accustomed modes of transportation. They are securing information on the reasons and extent of the disruption of schedules, the locations and reasons for serious transportation bottlenecks, the curtailment of services, and perhaps, in due time, the need for rationing of rail travel.

Teachers of civics, government and problems of democracy are tying together all significant civic problems around a new and important theme—civic relationships in a war-time controlled economy. A unit which was developed by a civics teacher in the Macomber Vocational High School, Toledo, Ohio, places large emphasis on the personal character of the war-time economic program. In a western coast city a civics class is making a survey of the extent to which retailers of the city have posted correctly their price ceiling. The findings will be published in a local paper and a follow-up school-community program will be launched to stimulate 100 per cent compliance.

Although the civics class of any town may still wish to visit the city hall in 1942, more likely it will be visiting the local War Council and the local War Price and Rationing Board. Even the history classes, whether on a junior-high, senior-high, or junior-college level, will make a contribution to youth's understanding of war-time economy. In the University High School at Morgantown, West Virginia, for instance, a teacher of history is bringing in material on rationing as a current interpretation of American democracy. He is using the high rents and prices which prevail in Morgantown, a mining community, as illustrations of problems of war-time consumer education. A unit on the industrial revolution is being supplemented this year by information on the industrial revolution of the Second World War. Every mention of the depression, panic, and inflations of the past is being related to the present attempt to prevent in-

flation. One of the places in the curriculum where the war-time economy is receiving considerable emphasis is in the senior-high or junior-college courses in economics, in social and economic problems, or in courses in the problems of democracy.

The state-wide twelfth-grade course in modern problems in North Carolina was revised this past summer to include a unit entitled "Consumer Education" and another on "National Defense." In both of these units, stress is placed upon the need for price control and its relation to victory. A teacher of economics and sociology in a junior college at Milford, Connecticut, is organizing her entire course around the problems of war-time economy. Her classes are organized into committees to secure information on current economic developments to present to the class for further discussion.

A great variety of units are being developed. Regardless of what they are called, most of them include materials relating the following topics:

1. The theory of inflation
2. Causes of shortages
3. Protection of consumers from shortages
4. Operation of price control and rationing
5. The responsibilities of the consumer, the merchant, the producer, labor, and government under the war-time economy
6. Relationships of savings, government bonds, credit, and taxes to the anti-inflation program
7. Problems of a post-war economy

Many of these units include training in the interpretation of graphs and charts, since these are types of informational devices that citizens are more and more being called upon to use effectively.

Business Education

Some of the courses in the business education field are being greatly modified as a result of the war-time economic programs. A teacher in the Rockhill, South Carolina, High School is making her course in business training a course in consumer education. Rationing and price control are the central themes this year. This teacher will continue her practice of having each pupil keep a personal record of his own spending money. This record provides a basis for class discussion of problems of wise spending and budgeting, saving and hoarding.

Even last year the Orange County, North Carolina, Training School for Negroes had a business course in which attention was centered upon the concepts of thrift and conservation and means of realizing these concepts in a war-time period. A teacher of bookkeeping and accounting will give attention this year to the relation between record-keeping activities and the requirements for compliance with OPA regulations. Commercial law classes will consider legal problems created by the war-time economic situation that are not covered in the ordinary textbooks. Many teachers contacted in the summer program

plan to have their pupils interview price-control administrators and keep scrap-books of important OPA announcements and decisions. Teachers of retail selling and advertising are making important adjustments in their course.

Home Economics

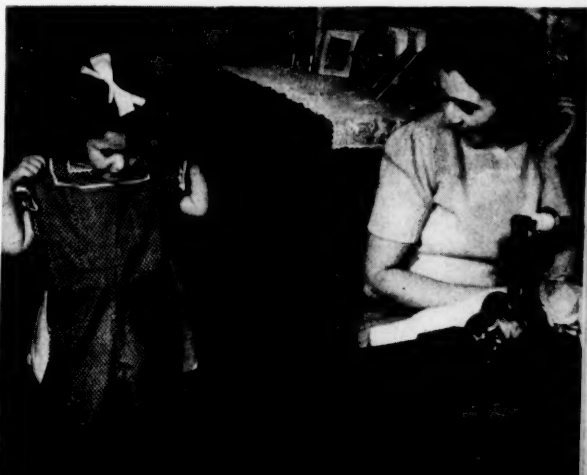
Many home economics classes throughout the nation are planning such activities as the organization of "thrift fairs" to demonstrate economical consumer practices to pupils in school and to citizens of the community. Such a fair was held in Duluth, Minnesota, last spring. Probably the home economics classes have already done more in the field of consumer education than any other group in the school program, and they are taking leadership in the program of war-time consumer education in many school systems. In the state of Washington, for example, where there is a required course in home relations, teachers of these courses will become active leaders in the state-wide program of war-time consumer education.

In Palo Alto, California, the plan was initiated last year of having pupils bring in articles of clothing which they had outgrown. A few days later, after the articles had been checked, they were in turn given clothing they could wear. This year similar wardrobe plans and apparel exchanges will be organized in many school systems. Frequently pupils in home economics classes in the secondary school will do the work involved in collecting articles, checking and repairing them, distributing them, and keeping necessary records.

In Cambridge, Massachusetts, the Massachusetts committee on Public Safety has developed mending clinics for repair of wearing apparel. The repairing is being done in home economics classes. This fall the same classes plan to maintain clinics for the repair of household articles. One secondary-school home economics staff in the South has listed all the ways in which the war-time economy impinges upon the family and is organizing its instructional program in terms of the new problems of living. In connection with the study of foods, home economics classes are checking and comparing ceiling prices on various

HOW DO I LOOK?

Many home-economics departments give attention to the problem of remaking used clothing materials. Attractive play suits for the young daughter can be made from mother's or older daughter's clothing. Likewise, Junior's first long pants (no cuffs) can be cut from father's or older brother's old overcoat or other suitable materials. With shortages of wool and other material needed by the armed forces, pupils are taught to conserve clothing by altering and remodeling used garments of other members of the family.



foods, are comparing ceiling prices on foods not under price control with those of foods under control, and are investigating compliance in retail grocery stores. Thousands of posters and exhibits have been prepared by home economics classes. Special attention is being given to the development and trial of recipes which will make rationed foodstuffs last their allotted time and contribute the maximum in nourishment. In several school systems home economics classes are making a thorough study of the school-lunch program and the lunch-eating habits of the student body. One project which has been reported is that of having each pupil undertake to study the diet situation for each member of her family, to plan menus which take into consideration such things as meals eaten away from home, time for preparing foods, and income which can be budgeted for food. Advanced pupils in high schools and junior colleges will give illustrations, talks, and demonstrations before the pupils of their own schools and before out-of-school groups such as Parent Teachers Associations and luncheon clubs. By sponsoring community educational programs, home economics pupils will do much to extend the period of usefulness of durable household appliances, such as washing machines and vacuum cleaners.

One of the contributions secondary-school girls are now making is that of caring for children whose mothers are working. This means that teachers are carrying on training programs for teaching older boys and girls how to care for younger children. Consumer information centers are being staffed by pupils in home economics classes. They have arranged their schedules so that one pupil may be on duty in the information center each hour of the day.

Home economics teachers are making the war-time consumer education program a vital experience to girls in the secondary school and college. Pupils are learning the true significance of the social phases of nutrition, child care and development, and other areas of study within the home economics field.

Science

In a textile manufacturing town in the deep South, a chemistry class is conducting experiments to appraise the changing quality of cloth now sold on the market. In another general science class the pupils went to a public utilities company and obtained graphs and statistics regarding the use of electricity in this particular community. These graphs and statistics were taken to the class and the pupils studied where the peaks and valleys were in the load on electricity in the community. They then planned an action campaign to get their families to use electricity where possible at the time of day when there were valleys rather than at the peak periods.

In Redwood City, California, the high-school chemistry class is undertaking an extended and intensive study of synthetic rubber. The findings of the study will be made known to the school and community. The chemistry course is being utilized to carry on investigations of how shortages have arisen in certain vital raw materials and what substitutes may be used satisfactorily.

Mathematics

A seventh-grade mathematics class in Ashboro, North Carolina, last year took charge of the collection of all scrap paper of the school. The members of the class unloaded the trucks, counted it, worked out the proportion that came from each class, calculated the percentage of credit due to each class, and the value of the paper. This year the mathematics classes plan to have charge of all types of salvage and collection campaigns.

A new textbook in the field of social mathematics will include such material as the use of gross weight instead of net weight by some dealers, the calculation of ceiling prices, the mathematical saving of gasoline, oil, and tires by slow driving, the interpretation of graphs that show a rise in cost of living, and the meaning the facts have for the lay person. One teacher in Ohio is devoting the course in social mathematics to problems of war-time consumer education—price control, income taxes, and the like.

Probably the chief contribution that mathematics classes are making to the program is that of training pupils in the construction and interpretation of graphs. Although other classes in schools are doing some of this, the mathematics class has a very special contribution to make here.

Industrial Arts

Pupils in industrial arts classes are serving the conservation program by repairing all sorts of household equipment—chairs, tables, radios, electric heaters, toasters, irons, lawn mowers, and book cases. Each pupil will make a thorough inspection of his own home to see in how many places he can make repairs and improvements that will prolong the life of household equipment and save additional expenditures. Leaky faucets can be fixed, outdoor stairs repaired, or defective electrical switches repaired.

Last semester a special course in industrial arts for girls was offered in a junior high school in Providence, Rhode Island. The training consisted of making furniture and repairing household equipment. Last spring the boys in the industrial arts class of the Orange County, North Carolina training school for Negroes exchanged places for four weeks with the girls in the home economics class to give girls more confidence in their ability to manage the household while men were engaged in the war effort.

Special Consumer Courses

There were, even before the war, many types of consumer education courses offered in the secondary school and college—consumer science, consumer economics, consumer education, consumer problems, household chemistry, and the like. In the Los Angeles, California, city schools, there is a required course entitled "Senior Problems." One-third of this course has been directed to consumer education. This past summer the course of study was completely revised to carry appropriate war-time content. In Nashville, Tennessee, it is planned to introduce a new geography course in the junior

high school, a course that will deal almost wholly with concepts of military operations, shortages, and similar war-time considerations. A type of course that might be offered in the college or secondary school is suggested by a project in the Providence, Rhode Island schools this past summer. Mr. George O'Brien, the Supervisor of Secondary Schools, gave a course in "Current Economics" to forty-five teachers. He invited speakers from various government agencies—the Office of Price Administration, War Production Board, War Labor Board, the Treasury Department, and others. Each agency used from three to four days of class periods for discussion and work on materials. This fall the Boston College School of Social Work is offering a course on the "Economic Life of the Family." One series of lectures deals with the effects of the war economy on the family, economic mobilization, war finance and taxation, price control and rationing. An OPA representative will speak on rent control. A representative of the salvage committee will discuss salvage and conservation. Another speaker will present material on credit and budgeting. A final speaker will consider the psychological effects of the war-time economy.

At Kent State University in Ohio a new course is being introduced entitled "Organizing Community Agencies for the War Effort." Field experience is required in the course. Similar courses may be organized at the high-school and junior-college level. The course in consumer education at the Chapel Hill, North Carolina, High School this year will be entirely devoted to price control, rationing, and related problems. Members of this class will have charge of assembly programs, interpreting war-time consumer problems.

Core Curriculum

In one state, extensive plans are under way for giving attention to consumer problems in the secondary-school core curriculum. Suggested bulletins have already been issued by the state department of education, and teams of department staffs members have worked throughout the state consulting principals, supervisors, superintendents, and teachers on curriculum adjustment.

One teacher in the Huntington High School, Newport News, Virginia, developed last year a unit on "Consumer Buying Problems" with an eighth-grade class. English and social studies provide the basic materials of the core curriculum of the Charlotte County, Virginia, High School. Last year rationing and war-time economic problems were the major topics of study in this curriculum. In Boulder, Colorado, where extensive curriculum revision has been under way for the past three years, youth in the core curriculum developed a high school student labor unit. This unit was organized to landscape the ground of the county hospital, as there was a shortage of manpower.

In Denver, Colorado, a unit on consumer problems is included in the twelfth-grade "General Education" curriculum. During the past summer the curriculum materials related to this unit were revised.

CHAPTER VI

The School As a Community Resource for Consumers

The concept of total war calls for group work, for the co-operation of agencies, for the breaking down of lines of administration, and for the fusion of the various responsibilities that individuals and agencies are discharging in a community. This calls for total community planning. It requires close working relations and the co-ordination of effort between secondary schools and all civilian defense agencies.

In this concept of total community planning we need to look at the responsibilities of three groups: (1) the community at large, (2) the schools and institutions, and (3) the individual youth himself.

Each community, in co-operation with its educational institutions, needs to make a careful survey of its major war-time economic problems. It is not necessary to look far in the typical community to find these. Physicians and recreational leaders are being taken from their posts to serve in the armed forces. Health and education are being jeopardized by the lack of adequate leadership. Foodstuffs are being curtailed, and the prices of many commodities are rising. Public and private transportation problems exist. Metals, wool, fats, rubber and many other resources which have been turned into consumer goods are available chiefly to the armed forces. Serious labor shortages are developing. If each community in this country is to meet its problems, all groups concerned must sit down together and mobilize their strength, their resources, and their ideas for analyzing their needs and meeting their difficulties.

Youth want to play their part, and youth agencies can offer boys and girls a chance to do this. Through such organizations as the Boy Scouts, Girl Scouts, Future Farmers, Camp Fire Girls, Pioneer Youth of America, 4-H Club, Boys Clubs, Girls Service Leagues, Victory Corps, YMCA and YWCA, Boy Rangers, Honor Society, High School Victory Corps, and the other two hundred and fifty national youth groups, young people can serve in the work of conserving and wisely using available consumer goods, as well as helping to make information available to their parents.

ORGANIZING THE SCHOOL FOR COMMUNITY ACTION

The school is a community resource whose importance increases in war-time. To assure its maximum contribution to the war effort joint action programs for school and community are highly desirable. No single pattern of organization for effective co-operation will fit all cases. Whatever is done to bring school and community together in a common program on the Home Front will have a local flavor.

In general, however, it is wise to avoid a multiplication of organizations. Too elaborate machinery will serve to delay and obstruct action. If a school already has a faculty or faculty-student committee charged with directing the war-time consumer education program, it would be an economy in organization to have a sub-committee of this group, or the entire group, co-operate with some over-all community groups such as the Defense Council.

Whatever form of tie-up there may be, the joint committee on school and community consumer co-operation should include from the school an administrator, one or more teachers, and a representative of the student body.

The program of the schools should be closely co-ordinated with community activities sponsored by a representative consumer committee of the Defense Council where such a committee exists, and also with the work of the Local War Price and Rationing Boards which have official responsibility for keeping the public informed on price control and rationing programs. Thus a joint program of action can be developed which will avoid conflicts, duplication of effort, and bad timing.

Activities proposed by the school in such a co-operative program should include those already suggested in earlier parts of this bulletin for in-school action, provided they can profitably be extended to the entire community. They might well include such activities as: (a) campaigns against waste, (b) salvage campaigns, (c) speakers service, (d) consumer information center, (e) exchange and sharing plans, (f) stamp and bond buying rallies, (g) school and community forums, (h) distribution of literature, and (i) a special consumer week campaign.

OUT-OF-SCHOOL YOUTH

The out-of-school youth group is an important element of the consuming population at the present. Many secondary-school-age youth, for example, have jobs paying very good money. On the West coast this summer youth were found earning from 25 to 60 dollars a week in the ship building and



Scrap rubber from the farm helps our war effort. This farmer of Dexter, Mich., helped by two-year old Bobbie, was the first farmer in his state to co-operate with the rural scrap-collection project sponsored by the War Production Board. The old metal and rubber from his farmyard brought him cash and at the same time provided essential materials for our armed forces.

aircraft industries. This amount of money in the hands of untrained youth becomes a danger not only to themselves but to the country's war effort as well, unless the spending of it is wisely directed and restricted. It becomes very important to educate youth immediately to the war-time responsibilities which attach to adult incomes.

All the things that have already been discussed as content for the in-school program will be needed even more by the out-of-school youth. They need to be educated in the spending of money wisely, in investing savings for future education, in the care and conservation of scarce goods and services, and in the proper maintenance of health and efficiency. The task of bringing consumer education to these groups is not the primary responsibility of school people. It must be shared by community leaders and institutions generally. But school men and women as community leaders and as representatives of organized education cannot dodge some share of the responsibility, especially when others do not respond to the challenge.

The problem is one of "where and how"—where to reach the out-of-school youth most effectively and how to present material in a way that it will bring a response.

The most obvious place to reach these youth is at their work, for most of them are now holding jobs. Youth in industry might be reached through poster campaigns, radio programs at various times of the day, through shop talks, through shop newspapers, bulletins, and other publications, and perhaps through an educational program carried on as an extension activity of the schools in conjunction with industry.

Many youth can also be reached through labor unions, some of which have educational programs which can be utilized. Union headquarters may also serve as places for exhibits, displays, and other visual education projects of the type described under the in-school section.

A third place where youth may be contacted is the recreation center—the dance hall, public parks, beaches, community recreation centers, public eating places, recreational centers in industrial plants, bowling alleys, moving-picture theatres. The attempt to carry on education in some of these places would certainly be novel, but America losing a war is also a novelty and calls for unusual action. Some of the program plans for the schools can be carried into one or another of these centers and reach groups that otherwise would not be reached.

Out-of-school youth may also be reached in the home through their parents. This implies a thoroughgoing program of adult education in which the schools should share.

School people should also approach church groups, ministers, parents, theatre owners, and other leaders to encourage action on every front where there is a possibility of influencing the consumer behavior of youth.

RURAL YOUTH MUST BE REACHED

Rural youth constitute a large segment of the out-of-school group. American Farm Bureau, 4-H clubs, rural newspapers and magazines, and the Department of Agriculture Extension Service are a few of the agencies for reaching this group. To reach all of our out-of-school youth we must seize every opportunity and utilize every agency. Youngsters in school should certainly be asked to help. The propagation of slogans, songs, and cheers, which will express the essence of the Home Front campaign without requiring extensive consideration of all the why's and how's may be effective to some extent both in school and out. Bulletins or pep letters, newspaper articles, circular letters, posters, and movie shorts will help to popularize such ideas.

Once our young people become aroused to the inherent danger of the present war situation, their own ingenuity will work over-time in devising techniques and methods for getting consumer action on the Home Front which is needed to meet the threat of inflation and the problem of mounting shortages.

EDUCATING ADULTS IN A PROGRAM OF WAR-TIME ECONOMICS

If the school is to become an important war-time agency in the community, its teachers and administrators must be sensitive to existing opportunities to perform pertinent services. One of these responsibilities is that of educating adults as to war-time economic conditions and the economic demands of total war. In spite of the extensive teaching of economics in our secondary schools and colleges, we are quite economically illiterate. We have grown up without understanding relationships between production, consumption, and distribution; without knowing the possibilities for unlimited satisfaction of human needs; without any intelligent knowledge of the meaning of inflation, national income, national debt; and without correct views on the relationships between

PRICE CONTROL
EXCEPTIONS

Prepared flour and cakes and bread mixes are controlled by OPA's price control order, but the cost of flour itself is not controlled.

PRICE CONTROL EXCEPTIONS

The prices of fresh fruits and vegetables, because of their seasonal nature are not controlled, but all canned fruits and vegetables can now be priced no higher than the highest price charged by individual stores in March, 1942.



costs, labor, and the standard of living. The present war situation offers an unusual opportunity for the schools to render outstanding service in these areas. To understand the cost of the war, how it will be paid for, the dangers of inflation, the need for price control, the necessity for individual purchasing of bonds, limitation of credit and repayment of debts—this is a part of every youth's basic education and is essential for adults in a total war. If we can, through adult-education programs and through classrooms in secondary schools and colleges, develop a comprehension of the problems of the distribution and use of our physical resources, we can do much toward winning the war.

CONSUMER INFORMATION AND DEMONSTRATION CENTERS AT SCHOOLS

The school enjoys a favorable position for providing communities with information and laboratory services. No other institution in the American community is so well equipped or so well staffed to render this service. Many parents and other adults have not been accustomed to using many of the goods they will be required to use in the near future. They will have to make some changes in the diets of their family. They will need to learn how to substitute less expensive for more expensive vegetables, for buying less expensive rather than more expensive cereals, for buying goods less frequently and in larger quantities (but not hoarding), for buying varieties of cuts of meats, for using different methods of cooking, for using left-overs, and for doing more home canning. Many of these problems will create family disturbances unless adequate understanding is developed in all members of the family. Parents have a responsibility in developing this understanding and in getting youth to co-operate with the changes that are made necessary by the demands and restrictions on consumers.

Parents can also be taught to care for the equipment which they have. For years farmers have wasted their machinery by allowing it to stand out in the weather. We have all been led to believe that it is cheaper to buy new

appliances than to spend much money on repairs. The "trade-in" scheme has supported us in this contention. Now when washing machines, cook stoves, kitchen utensils, metal fixtures, and all types of electrical appliances are fast becoming less available, we need to know how to make them last longer. School demonstrations can be effective here. Youth can conduct many of these demonstrations or be of assistance in them. Youth can also help parents in using these consumer centers when they are set up.

Parents and children need to learn how to take better care of their clothing. It will probably soon become socially acceptable to wear clothing with visible patches, especially if we wish to extend the life of some of the present quality of clothing we have been using. We have all been careless with our clothing, and many of us have bought more than we required. We need to change our idea that being well dressed means the possession of a large variety and supply of hats, dresses, shoes, and suits. Youth will need especially to co-operate in this program by establishing early in their own groups a voluntary *esprit de corps* for what they are later to be forced to accept.

Ideas will have to be changed also about laundering clothes. Some of the new materials being put into clothing require different methods of cleaning. We need to be made conscious of the importance of the relationship between cleaning and wear, and between rotation of clothing and the extension of its life. More than ever is the necessity for "using mild soap and lukewarm water," "squeezing rather than running garments through ringers," and "rinsing thoroughly in lukewarm water." Here again the school can render very effective service in providing demonstration centers for parents.

Another important area is the one of learning to buy wisely. Home economics departments for years have done an effective piece of work with a small group of young people, but many of our modern parents have never had instruction in intelligent buying. The school can demonstrate by charts and figures, but it can also conduct shopping tours to demonstrate wise-buying habits. Teachers can also serve as consultants to individual families on particular problems in family purchasing, and young people can work out desirable family budgets and purchasing lists.

Many other types of services can be rendered by these consumer centers. Hobbies can be developed, home games can be taught, cooking schools can be organized, and adequate studies can be made of the needs of the homes in the community. Such service not only makes the school a more important agency, thereby helping it to become more firmly planted in community life, but this service will make an important contribution toward the equalization of the distribution of consumer goods. Youth will be glad to enlist in this type of service, doing whatever they are capable of doing.

It should be added that a number of successful consumer information centers have already been set up by schools in co-operation with community agencies.

THE SCHOOL'S ROLE IN MOBILIZING NEGRO CONSUMERS

Largely because of the historic relations of the Negro people to American social, economic, and political institutions, there persist many conditions and practices which operate especially to obstruct the full and enthusiastic participation of the masses of Negro consumers in this nation's program to check inflation. The extent to which this is true necessarily limits the effectiveness of the war-time economic controls.

Low Civilian Morale

Although the situation has improved considerably during recent months, the war-time morale of a large portion of our Negro citizens is far short of the requirements of victory. This condition stems largely from understandable resentment against racial proscriptions in many areas of American life—especially in war industries and the armed forces. It results partly from failure to appreciate the essential nature of this "people's war," and its progressive implications for the goals of the "common man." It reflects lack of understanding of the peculiar and truly vital stakes which the Negro people, an easily identifiable racial minority, have in this conflict with a tyrannous Fascist power. It is enhanced by an illogical, emotional color-identification which many Negroes make with our "darker" enemies, the Japanese. Moreover, all of these contributing factors are being deliberately exploited by sinister pro-Axis propagandists for the obvious purpose of creating disunity among the American people, and by militant Negro nationalists with different intent but essentially the same effect.

It is probable that very few, if any, Negro citizens are actually opposed to the nation's war effort. They all want America to win. Yet, great masses of the Negro people simply do not feel that this is *their* war, a struggle in which they have much to gain or lose. As a result, truly vigorous and enthusiastic support of the war effort on the part of the bulk of Negro citizens is lacking.

This general problem of civilian morale is not without significance in the fight against inflation. Lacking a feeling of complete identification with the war effort in general, large numbers of Negro consumers have little enthusiasm for the "sacrifices" all Americans are now called upon to make.

Cultural Isolation

A very large proportion of Negro consumers—in the nation at large, and especially in the rural South—cannot be reached through the regular mass-impression channels of communication. Largely because of their low economic and educational status, the daily press, news-magazines, radio news broadcasts and commentaries are not an integral part of their day-to-day living. As a consequence, their understanding of most public affairs is very meager, even more so than in case of the general population. Thus, even if adequate

motivation were present, the masses of Negro consumers would lack the necessary information for purposeful and effective participation in measures designed to control inflation.

Civic Isolation

This cultural isolation of the Negro is re-inforced by his traditional and largely involuntary apartness from civic affairs generally. He seldom plays, or is expected to play, an active role in public enterprises which affect the community and the nation as a whole. Further, there is a general tendency, again most pronounced in the South, for local government officials and voluntary civic leaders largely to overlook Negro citizens in the planning and conduct of many "community-wide" public enterprises; or, if at all, to provide for Negroes to participate in a manner which impels consciousness of their non-integral relationship to such projects. Still further, qualified Negroes are seldom included among the official personnel of state and local agencies of government—even those which are most closely associated with anti-inflation controls.

Largely as a result of this general civic isolation, the Negro does not generally see the fight against inflation actually functioning as a vital enterprise in his immediate neighborhood, through the activities of public officials and civic leaders whom he knows and with whom he feels identification. What must be made an all-embracing popular movement still remains a thing apart from the life of the average Negro consumer.

Small-Store Trade

Probably the bulk of the Negro consumer's purchases, especially of foods, are made in small, independent neighborhood stores, precisely the type of retail enterprise in which non-compliance with price-control regulations is most general. Many of these stores—close to 25,000 in the nation at large—are operated by Negro merchants, a large proportion of whom are still uninformed as to their obligations under the General Maximum Price Regulation. Thus, the Negro consumer shares much less than the general population in those educative effects which come from trading regularly in well-organized stores where price-ceilings are correctly posted and where retailers themselves are alert to the nature and importance of the war-time economic measures.

Plantation Exploitation

In many areas of the rural South, especially where the plantation economy prevails, Negro consumers are subject to much deliberate exploitation in their retail transactions. In the plantation commissaries where Negro tenants must perforce obtain their "furnishings," and even elsewhere, excessive prices and short weights are very common as a part of business procedure. Further, these definitely inflationary and now illegal practices find protection behind the traditional racial *mores* of the rural South. Their effect is not only to create an important gap in the economic Home Front, but also to make Negro

citizens, and especially their articulate leaders, quite skeptical and cynical about the program as a whole.

The Job of the School

The secondary schools of America can and must make an important contribution toward bringing our millions of Negro consumers into full participation in the fight against inflation. As school programs of war-time consumer education are being planned, this special school and community obligation must ever be kept in mind.

The anti-inflationary behavior desired from Negro consumers differs not at all, of course, from that which other citizens are called upon to habituate. In order to promote this common goal, however, certain special emphases are necessary in school curriculum and extra-classroom programs. Among them, the following are of particular importance.

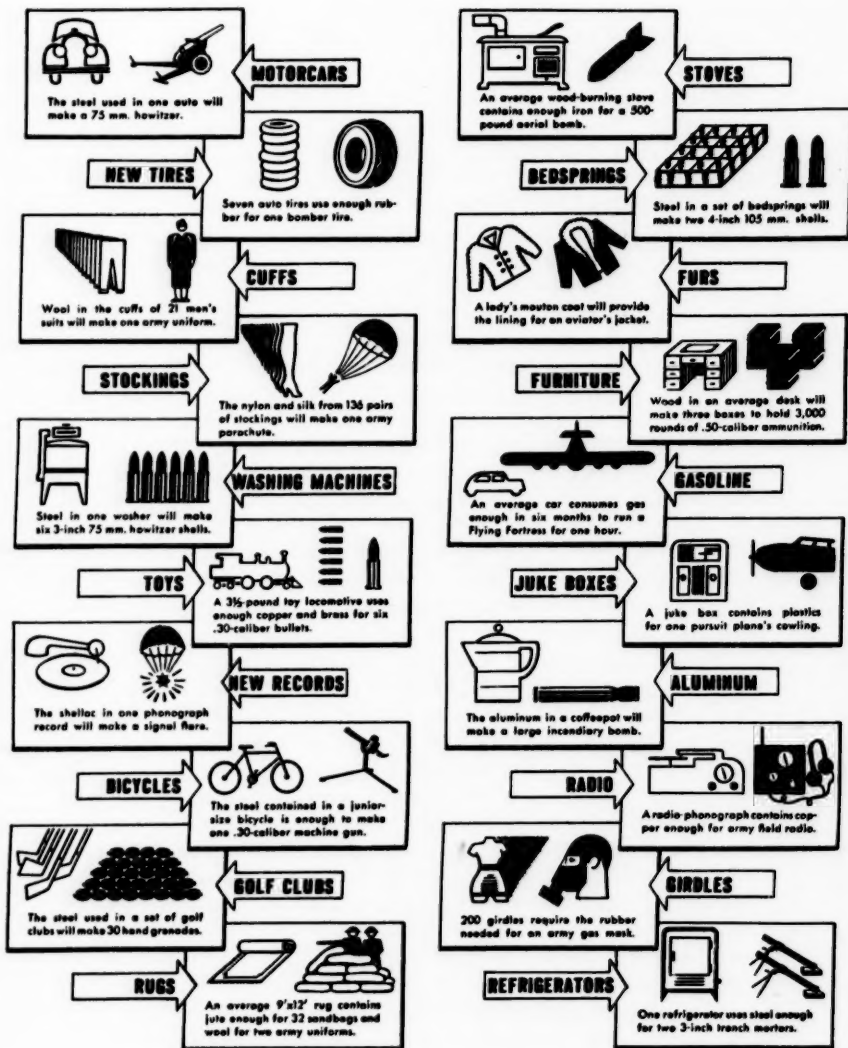
In the *first* place, all schools, whatever may be the racial groups they serve, must emphasize the complete interdependence of all Americans in this struggle against inflation. Pupils and patrons, both Negro and white, must be led to understand that either we win this fight *together*, or the living standards—and perhaps the freedom—of us all face extinction.

Second, schools which serve both racial groups should make sure that Negro pupils are among the personnel of "Victory Councils" or whatever other pupil groups have responsibilities in the anti-inflation campaign. Further, an especial effort should be made to reach Negro patrons with all school programs of war-time consumer education that extend out into the community.

Third, in communities and states where segregated schools exist, educational authorities should consciously avoid the tendency to overlook Negro schools until the new program of war-time consumer education gets under way in the schools for white children. From the very outset, both in planning and in operation, the Negro institutions should be stimulated to participate fully in the educational attack upon inflation.

Fourth, war-time instructional programs in schools for Negro youth must make special adaptations to the general problem of morale among Negro citizens. Through a succession of vital experiences, pupils must be led to see the tremendous stakes of the Negro people in this war and the identity of their paramount interests with those of the nation as a whole. Especially must they be given confidence in the progressive future which this people's struggle for victory is sure to bring to the Negro and to all other "common men."

Fifth, war-time instructional programs in schools which serve white, Negro, or both white and Negro youth should be deliberately planned to include many pupil experiences expressive of our common interests in the fight against inflation. Simple dramatization, price-ceiling compliance surveys in Negro neighborhoods, interpretations of relevant literary selections, interviews with War Price and Rationing Boards, direct analysis of the economic inter-



GRAPHED BY PICTORGRAPH

Courtesy of American Magazine

REASONS FOR DOING WITHOUT THE MANUFACTURE OF THESE THINGS

relations of the white and Negro people—these and dozens of other learning activities can be so directed as to serve this important end.

Sixth, as in instructional programs so in all extra-classroom activities, the principle of Negro-white unity in the fight against inflation should ever be observed. Assembly programs, war-bond rallies, salvage and conservation campaigns, parent-teacher war-time economic study groups—all must be expressive of our common goal and our common effort on the economic Home Front.

These proposals for the secondary schools of America are not idealistic suggestions which may with impunity be cast aside. They are among the imperatives of educational service to a nation at war. As in Kipling's "Ballad of East and West," this people's fight against inflation knows "neither border, nor breed, nor birth"—nor race!

The Negro consumer must be brought fully into this fight, and our secondary schools must help to do the job. The motivation now rests upon premises much more urgent than even the dictates of fair-play; it inheres in the essential requirements of victory.

FUNDAMENTAL ATTITUDES AND BELIEFS FOR SCHOOL AND COMMUNITIES

Both school and community need to foster certain fundamental democratic beliefs and convictions if we are to make a success of our war-time consumer program. It is not safe to assume that if young people and adults are merely given a certain amount of information, they will behave as intelligent and patriotic consumers. They must possess certain ideals and emotionalized attitudes before they will make the necessary modifications in their economic behavior.

First and foremost we need to develop the *spirit of sacrifice*. We have done a lot of talking about the extent to which we cherish the democratic way of life, our freedoms, and the like. But have we developed the willingness to do without, to relinquish much which we formerly thought was necessary for our personal comfort?

Today we, one and all, face a showdown. Are we willing to pay the price of our freedoms, our democratic values? Are we willing to do without automobiles, woolen suits, silk stockings? Are we willing to live more simply, to lower our standard of living now, so that we and others may have reasonably satisfactory living conditions both during and after the war? Are we willing to be no better off than our neighbors? Are we ready to buy less and save more? To use less sugar, less coffee, less of everything that our soldiers and sailors and neighbors must have?

We need also to put a *stigma upon waste*. To do it we must make a virtue of the efficient use of things. We must develop the spirit of conscientious stewards without making people over-frugal or parsimonious.

A CARDINAL DON'T FOR HOUSEKEEPERS

DON'T put hot foods into the refrigerator. Allow cooked foods to cool to room temperature before placing in the refrigerator, thus conserving electrical power.



We must set a new premium upon *unselfish action*. The times call for self-denial and to a certain extent even for self-effacement. We are asking millions of men to give up their very lives that others may live. Shall we who remain at home feel free to live lives that put self above the common good?

We must develop a fair and *just attitude toward racial and other* minorities within our borders as indicated earlier regarding Negroes. We cannot continue to talk about fighting to preserve fundamental rights and freedoms and at the same time deny those rights and freedoms to sections of the population who are fighting to defend them.

We need a stronger belief in our own democratic form of government and in the spirit of voluntary compliance with laws and war-time regulations. The processes of democracy are slow and cumbersome at times. Often they seem inadequate when results must be achieved quickly. But they have never been found wanting when the people have had faith in them and have shown this faith by prompt and voluntary co-operation in the enforcement of the laws.

If the government's cost-of-living program is to win out in the fight against inflation we must discipline ourselves so that with a minimum of direction every man, woman, and child will voluntarily comply with the price regulation, rationing, and other war-time economic measures.

Last but not least, we must develop a basic concern for building a better world after this war is over. To win the war we must know what we are fighting *for* as well as what we are fighting *against*. To win the peace we must know the kind of a world we want to live in after the war is over and we must be strong in our determination to see that world realized. All of this is to say that war-time consumer education must have its origins in the larger things for which we are fighting and must have its outcomes directed toward an enduring and fundamental improvement in our democratic way of life.

CHAPTER VII

Selecting Materials to Use

To teach the war-time economy, secondary-school principals and teachers need and want publications and other materials to use in their schools and classes. Many of these materials may be secured free or at low cost from a number of government agencies; they may also be obtained from independent and private sources. A comprehensive list of such materials appears in the Bibliography¹. A brief review of the more important items is given here.

MATERIALS FROM GOVERNMENT AGENCIES

The over-all story of what America is fighting for in this war is presented in publications of the Office of War Information: *Divide and Conquer* outlines Hitler's tactics of splitting his enemies, *The Unconquered People* describes the heroic struggles for freedom of the Nazi-dominated nations, *The Four Freedoms* gives the war aims of America and the other United Nations; *A Thousand Million* discusses the contributions of each of the United Nations to the all-out war effort to defeat the Axis, *Toward New Horizons* includes Vice-President Wallace's address, "The Price of Free World Victory" and speeches by John Winant, Milo Perkins, and Sumner Wells.

The Office of War Information also sponsors series of radio programs among which are *This Is Our Enemy* (Mutual Network, Sunday, 10:30 Eastern Wartime), *You Can't Do Business With Hitler*, and *Neighborhood Call* (Red Network, Tuesday, 7:30 Eastern Wartime). The last series presents aspects of the economic programs of the Office of Price Administration of interest to the public. Many of the broadcasts in this and the other series are available in script or transcription (disc) form for local use by groups and radio stations. The Bureau of Motion Pictures of the Office of War Information has published *A List of U. S. War Films*, some of which are of interest to war-time consumers.

What civilians must do to keep the Home Front strong is clearly outlined in the President's Cost-of-Living Message to Congress on April 27, 1942.

Major aspects of the economic programs of the Office of Price Administration are presented in *What Price Control Means to You* and *Rationing—Why and How*. Pupils as well as teachers will find it worth while to read, study, and discuss these popular booklets. OPA's programs are also treated in illustrated articles which appear in *Consumers' Guide* for June, July, and August, 1942. In comparing American with British experience in the fields of price control and rationing, *Effects of the War on British Marketing* issued by the United States Department of Commerce is well worth careful reading.

¹The sources and addresses for obtaining all these materials will be found in the Bibliography in the APPENDIX. All OPA materials should be obtained from your nearest State or Regional OPA Office.

Suggestions to teachers on a war-time consumer education program are offered in the *Teachers' Handbook on OPA's Economic Program* prepared by the Educational Services Branch of the Consumer Division.

Current articles relating to the nation's all-out economic effort and its effects on consumers are to be found in *Victory*, issued by the Office of War Information; and in *Consumers' Guide* published by the Consumers' Counsel Division of the United States Department of Agriculture. These publications also carry cartoons, picture-charts, and other illustrated materials which deal not only with price control and rationing but also with war appropriations and expenditures, production of military and civilian goods, conservation of scarce commodities such as automobiles, tires, and refrigerators, and salvaging of critical materials including paper, rubber, metals, and kitchen fats.

Frequently articles regarding what administrators and teachers are doing in the area of war-time consumer education appear in *Education for Victory* issued by the United States Office of Education. This Office also has available a pamphlet entitled *Some Principles of Consumer Education at the Secondary Level*, which can be adapted to the demands of the war emergency. This Office furthermore has a packet service for loans to schools covering such topics as consumer education and nutrition. This will prove helpful to those developing or reorganizing a course in this field.

Publications dealing with nutrition and health may be obtained from the Office of Defense Health and Welfare and from the United States Bureau of Home Economics. The latter has many practical bulletins on planning of low-cost meals, wise use and care of clothing and household equipment, and other matters of particular concern to homemakers in wartime. Through the services of this Bureau, the United States Department of Agriculture has issued a mimeographed publication, *Rural Family Living—The Situation Early 1942*, which gives concrete suggestions as to how farm families can adjust their ways of living to war-time conditions.

MATERIALS FROM NON-GOVERNMENT AGENCIES

Outside the government, there are a number of sources from which principals, teachers, and pupils can get war-time economic information. Through its *Journal* and *Consumer Education Service*, the American Home Economics Association gives current information about what consumers face and what teachers can do. Suggestions to teachers also appear in the *Consumer Education Journal* issued by the Consumer Education Association. The *Consumer News Digest*, a two weeks' summary of important developments in the Consumer Movement by the Committee on Consumer Relations in Advertising, Inc. (420 Lexington Avenue, New York) is distributed free to leaders in consumer education.

Independent testing and rating agencies such as Consumers' Union and Consumers' Research and business organizations including national and local

Better Business Bureaus and Household Finance Corporation issue bulletins designed to aid consumers making necessary war-time adjustments.

Articles regarding price control, rationing, and other matters of interest to young consumers appear in *American Observer*, *Weekly News*, *The Junior Review*, *Scholastic*, *Our Times*, and *Building America*,—all publications for secondary-school pupils. *Building America* has just published a complete issue on price control. The Public Affairs Committee has issued many pamphlets which treat consumer matters, including *How to Check Inflation* and *Guns, Planes, and Your Pocketbook*.

From time to time, articles about price control, rationing, and conservation appear in such magazines as *Life*, *Time*, *Newsweek*, *U. S. Week*, *Business Week*, *Readers' Digest*, *Harpers*, *Colliers*, *New Republic*, *Nation*, and *Fortune*. Articles in these and other magazines can be located through reference to the *Readers' Guide to Periodical Literature*. Furthermore, special stories and articles of consumer interest may be found in local newspapers and particularly in such metropolitan dailies as the *New York Times*, *New York* and *Chicago Tribune*, and *PM*; the *Washington Post*, *Star*, and *News*; and the *St. Louis Post-Dispatch* and *Chicago Sun*.

Regularly every Saturday noon, the Consumers' Counsel Division of the United States Department of Agriculture broadcasts *Consumer Time* which treats war-time consumer problems. From time to time, *America's Town Meeting*, the *Chicago Round Table of the Air*, and the *People's Platform* put on radio programs dealing with price control, rationing, taxation, wage stabilization, and other economic matters. Transcripts of these broadcasts are available in pamphlet form.

In addition to materials from governmental and other sources, the secondary-school teacher can have his own pupils assemble and prepare materials for class use. The bulletin board can be used to display clippings on price control, rationing, and conservation—these clippings being taken from current newspapers and magazines. Pupils also can develop charts comparing the national income in 1942 with that in 1941, the amount going to taxes and savings, and the remainder available for spending on consumer goods. They can prepare exhibits showing why rationing of tires and sugar is necessary. They can construct picture charts to show how civilians can conserve scarce commodities. They can write and stage simple plays indicating how civilians can adjust themselves to war-time living conditions.

SOURCE UNITS

As related in previous sections of this chapter, a great many units of various types have been developed which are providing a basis for war-time consumer education this fall. Here attention is called to two publications which were not developed for a specific class or school. One comes from the state of Maine and was developed under the auspices of the State Department of

Education, working in co-operation with representatives from the OPA. This publication is entitled *How to Live in a War-Time Economy* and gives suggestions for units on the study of rationing, conservation, price control, taxation, savings, wise-buying habits, and substitutes. This bulletin is not an outline or a course of study. Instead it gives some of the basic facts which teachers want to know about war-time economics and also suggests various types of units of work which might be developed by teachers in their own classrooms.

Another very interesting publication is a resource unit in the *American Problems Series* being published under the auspices of the NATIONAL COUNCIL FOR THE SOCIAL STUDIES and the NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS. This bulletin is entitled *Consumer Problems* and again presents basic informational materials which teachers want to use in revising their curriculums. It, however, will probably not be available before 1943. Various other agencies are now preparing many types of source units to be used by teachers.

Through materials assembled and prepared, classes and the school can help pupils and parents better to understand and participate in the government's measures to protect and strengthen the Home Front.

Special Notice to All Teachers

War-Time Consumer Education

All members of every school staff need the new instructional
materials on the Federal Plan on

Living in Wartime

presented in this publication

Extra copies are available at \$1.00; to members, at 50 cents.

Order Now

APPENDIX

Hints and Suggestions on Conservation

The Consumer Division of the United States Office of Price Administration releases from time to time hints and suggestions on the conservation of some of those household articles and appliances most seriously affected by shortage of materials or by conversion of industry to war production. The following selected releases are indicative of the helpfulness of these suggestions on conservation. Pictures are now obtainable on a number of the subjects included. A few of these pictures are reproduced elsewhere in this publication.

Part A

A SELECTED BIBLIOGRAPHY ON WAR-TIME CONSUMER EDUCATION

In ordering any of the materials listed below, please write to the Consumer Division, Office of Price Administration, *only* for those produced by the Consumer Division and in such cases, write to your state office of the OPA. In other cases, write to the agencies which produced the materials or to the distributing agency as indicated. In many instances, the materials are available in single copies or in limited quantities. Therefore you may find it necessary to reproduce them if they are needed in large quantities.

THE WAR EFFORT AND ECONOMICS OF THE HOME FRONT

Be a Victory Planner in Your Home. Washington, D. C.: Bureau of Home Economics, U. S. Department of Agriculture. \$1.00 per hundred copies from the Superintendent of Documents, Govt. Pr. Of. Single copies free from the Consumer Division of the Office of Price Administration.

Brindze, Ruth. *Stretching Your Dollar in Wartime.* New York: Vanguard Press. \$1.75. Timely tips to the consumer on wise budgeting, buying, and using during the war emergency.

Consumer Education Service. Washington, D. C.: American Home Economics Association. May, 1942. 35 cents. An over-all summary of price control, rationing, civilian production, salvage, transportation, quality changes, and other matters of special concern to consumers in wartime.

Consumer Time. Weekly broadcasts by Consumers' Counsel Division, U. S. Department of Agriculture, Washington, D. C. Red Network. Saturday, 12:15—12:30 P.M. Up-to-the-minute news of vital concern to consumers. *Consumer Tip* cards for suggestions on conservation, buymanship, and the like may be requested by listeners.

Dallas, Helen. Public Affairs Pamphlet No. 72. *How to Win on the Home*

Front. New York City Public Affairs Committee, 30 Rockefeller Plaza, 1942. Ten cents. The anti-inflation program, conservation, and buy-manship.

The Four Freedoms. Washington, D. C.: Office of War Information. August, 1942. Free. Lists and discusses these four points.

"Home Management in Wartime." *Consumer Education Service.* Washington, D. C.: American Home Economics Association. April, 1942. 15 cents. A valuable summary of problems households face and what they can do to solve these problems.

Neighborhood Call. Weekly radio broadcasts sponsored by the Office of Price Administration. NBC, Blue Network. Tuesday, 7:30—7:45 P.M. Home Front problems and the individual consumer.

Office of War Information. *Victory.* Washington, D. C.: Supt. of Documents. Weekly. 5 cents for single copy; 75 cents for fifty-two issues. Contains up-to-date information of importance to the Home Front.

The President's Cost-of-Living Program. Washington, D. C.: House Documents Room, The Capitol. Address to Congress, April 27, 1942.

Preview of Life in '43. Washington D. C. Office of Price Administration, November 1942. An illustrated article concerning the war-time adjustments Americans must expect to make in their daily living, by Leon Henderson, including a digest of WPB orders converting production of civilian goods to war purposes.

Radio Scripts. Washington, D. C.: Consumer Division, Office of Price Administration. A number of these are available, mostly four pages in length, on such subjects as *Why and How of Rent Control*, *Tire Rationing*, *Price Control Law*, and the like.

Rural Family Living—The Situation, Early 1942. Washington, D. C.: Bureau of Home Economics, U. S. Department of Agriculture. February, 1942. Deals with the important problem of managing family resources in war-time. Useful to city families too.

Toward New Horizons. Washington, D. C.: Office of War Information. Free. Includes speeches by Vice-President Henry A. Wallace, Under-Secretary of State Sumner Wells, Ambassador John G. Winant, and Milo Perkins, Executive Director of the Board of Economic Warfare. Other free publications available from OWI are: *The Unconquered People*, *A Thousand Million*, and *War Facts*.

What Can I do—The Citizen's Handbook for War. Washington, D. C.: U. S. Office of Civilian Defense. Free. Popular illustrated story telling what every citizen can do.

TAXES

Copies of the new income tax bill may be obtained by writing to the House Documents Room, The Capitol, Washington, D. C. Free.

How Shall We Pay for the War? New York: Columbia University Press, 960 Broadway. America's Town Meeting of the Air for February 16, 1942. 10 cents.

Nugent, Rolf. *Guns, Planes, and Your Pocketbook.* Pamphlet No. 59. New

York: Public Affairs Committee. 1941. 10 cents. Describes the impact of war on the tax system.

Statement by Leon Henderson to House Ways and Means Committee, May 7, 1941. PM 378. Washington, D. C.: Office of War Information. Free. Discusses tax principles at the outset of the war program.

"Taxes." *Building America*. New York: Americana Corporation. 1939. 30 cents. Outlines the tax situation in peacetime. Can be used as a background for discussions of war-time tax problems.

PRICE AND RENT CONTROL

Ceiling Prices. Washington, D. C.: Consumer Division, Office of Price Administration. August, 1942. Free. A brief popular leaflet on what ceiling prices are and how they protect you.

Clark, John M. *How to Check Inflation*. New York: Public Affairs Pamphlet, No. 64, Public Affairs Committee. 1942. 10 cents.

Consumer Prices. Washington, D. C.: Consumer Division, Office of Price Administration. Free. Write for special issue on "What Price Control Means to You" and the June 1, 1942 issue.

Consumers' Guide. Washington, D. C.: Consumers' Counsel Division, U. S. Department of Agriculture. Free to group leaders. Write for issues of June, July, August, and September, 1942, covering price and rent control.

Effects of the War on British Marketing—A Guide for American Business. Washington, D. C.: Superintendent of Documents. 15 cents. One of the best stories of how the British government is controlling prices.

How You Can Help Keep Wartime Prices Down. Washington, D. C. Office of Price Administration, November, 1942. A 20-page illustrated pamphlet for consumers on shopping under ceiling prices. It includes a list of all items to date on which ceiling prices must be displayed, and instructions on the proper way to report violations.

Kjellstrom, Erik; Gluck, Gustave H.; Wright, Ivan; Jacobsson, Per. *Price Control—The War Against Inflation*. Rutgers University Press. New Jersey. \$2.50. 1942. In this book, four writers give a good but slightly technical account of the experiences of Sweden, Great Britain, Canada and Switzerland in combatting inflation, with emphasis on price control measures.

"War-time Living for Peacetime Security." *Building America*. Chicago: Americana Corporation, October, 1942. Up-to-date story of the nation's all-out effort to check inflation. 30 cents.

Wise Buying in War-time Posters. Washington, D. C.: Consumer Division, Office of Price Administrator. Free. Write for copies of "Mrs. America Buys Food with Care" and "Mrs. America Buys Clothing with Care."

WAGE STABILIZATION

American Federationist. Washington, D. C.: American Federation of Labor. June, 1942. An article by Leon Henderson giving OPA policy on wages.

Carey, James, "Preventing Inflation." *The Atlantic Monthly*, August, 1942.

This presents the view of a leader of the Congress of Industrial Organizations with a brief reference to war-time wages.

Lubin, I. "Don't Blame Wages." *Survey Graphic*, January, 1942. Explains that, while wages had been rising since 1933, through 1941, at the same time labor costs were falling.

Office of Price Administration. Press Release OPA—273. Washington, D. C.: the Office of Price Administration. Statement by R. V. Gilbert, Director of Research. Defines "inequalities" in wages.

Ruttenberg, Harold. "Wages and Arguments." *The New Republic*, July 19, 1942. See also the CIO *Economic Outlook*. Congress of Industrial Organizations, Washington, D. C.: August, 1942.

Shishkin, Boris. "Wages and Inflation." *American Federationist*. Washington, D. C.: American Federation of Labor. August, 1942.

Victory. Washington, D. C.: Office of War Information. June 30, 1942. p. 6. Statements by War Labor Board. See also the one page statements of July 21, 1942.

"Wage Freezing." *Bread and Butter*. Published by Consumer Union, Union Square, New York. August 3, 1942.

STABILIZATION AND FARM PRICES

Farm Prices and Food Costs. Washington, D. C.: Agricultural Adjustment Administration, Division of Information. January, 1942. Although it is slightly out-of-date, this multilithed pamphlet presents valuable pictorial analyses of farm prices.

Hearings Before Sub-Committee of the U. S. Senate Committee on Forestry and Agriculture. On Senate Resolution No. 117. 77th Congress, 1st session. July 16, 1942. The discussion of a proper base for parity prices at this hearing was widely quoted in the newspapers. It contains the elements of a lively controversy. Order from Senate Documents Room, Wash., D. C.

"Old Parity Policy." *Business Week*. New York: Business Week, McGraw-Hill Building. January 7, 1942. 20 cents. Discusses the conflict over farm prices when the Emergency Price Control Bill was in the final stages of legislation in Congress.

Stine, O. C. "Parity: What Is It?" *Agricultural Situation*. Washington, D. C.: U. S. Department of Agriculture. September, 1941. This is an explanation of the implications of the methods by which parity prices are determined.

WAR SAVINGS

Give Three; Get Four. Washington, D. C.: United States Treasury. 1942. 16 pp. Free. Illustrated. A lively explanation of the value of bond buying. Leaf. Munro. *My Book to Help America*. Racine, Wisconsin: Whitman Publishing Co. 32 pp. 10 cents. Illustrated. Prepared at the suggestion of the U. S. Treasury. The savings program described for children.

Stewart, M. S. *How We Spend Our Money*. Public Affairs Pamphlet No. 18. New York: Public Affairs Committee, Inc., 30 Rockefeller Plaza. 1939. pp. 31. 10 cents. Illustrated.

- U. S. Department of Agriculture. *Consumers' Bookshelf*. Consumers' Counsel Series Publication No. 4, Consumers' Counsel Division. Washington, D. C.: Superintendent of Documents. 1937. 100 pp. 15 cents. A list of free or low-cost publications on consumer buying and related problems, with descriptions of each publication.

RATIONING

- Rationing—Why and How*. Washington, D. C.: Office of Price Administration. May, 1942. Free. This is a popular booklet which gives reasons for and methods of rationing tires, sugar, gasoline, and other scarce goods.
- Recipes to Match Your Sugar Ration*. Washington, D. C.: Consumer Division, Office of Price Administration. 5c from the Supt. of Docs. Govt. Pr. Of. Wash., D. C.
- "So You Have a Ration Book." *Consumers' Guide*. Consumers' Counsel Division, U. S. Department of Agriculture, Washington, D. C. Free. June, 1942.

CONSUMER CREDIT

- "Consumer Credit Curtailed." *Consumer Prices*. Consumer Division, Office of Price Administration, Washington, D. C. June 1, 1942. Presents the main points of credit regulation. Out of print.
- Foster, L. R. Public Affairs Pamphlet No. 5. *Credit for Consumers*. New York: Public Affairs Committee, 30 Rockefeller Plaza. 1939. 10 cents. Discusses installment buying, small loans, and interest rates.
- Regulation W*. Washington, D. C.: Board of Governors of the Federal Reserve System. May 6, 1942. Text of the regulations governing consumer credit.
- U. S. Department of Agriculture, Credit Union Section, Farm Credit Administration. *Ten Close-Ups of Consumer Credit*. Circular 25. Washington, D. C.: Superintendent of Documents. 1940. 15 cents. Describes traps which small borrowers should avoid.

CONSERVATION AND SALVAGE

- Bureau of Home Economics, U. S. Department of Agriculture. *Fight Food Waste in the Home*. Washington, D. C.: For sale from the Supt. of Documents. 25c a set. Series of posters.
- Bureau of Home Economics, U. S. Department of Agriculture. *Make Your Rubber Last*. Washington, D. C.: Consumer Division, Office of Price Administration. Free. Series of 5 posters.
- Bureau of Home Economics, U. S. Department of Agriculture, Washington, D. C. Order the following publications: *Mending; Save Your Clothes; Re-Cover Your Old Umbrella*; and *Put New Lining in Your Old Coat*. Multiliths.
- "Care and Repair of the Home and Ways of Avoiding Wastes." *Consumers' Guide*. Consumers' Council Division, U. S. Department of Agriculture, Washington, D. C. January 15, 1942. Free. See also the following issues: February 15, 1942—"Salvage and Better Meals;" March 1, 1942—"Victory Gardens;" and April 1, 1942—"Conservation of Tin Cans." Free.

- Fight Food Waste in the Home.* Washington, D. C.: Bureau of Home Economics, U. S. Department of Agriculture. Free. A discussion in pamphlet form giving timely tips on saving through buying, and storing food.
- How to Heat Your Home With Less Fuel This Winter.* Washington, D. C.: Consumer Division, Office of Price Administration. Free. What householders can do now to make their homes heat-tight, to save fuel.
- Salvage for Victory Program*, and *Salvage for Victory.* Washington, D. C.: Bureau of Industrial Conservation. Free. Also, free posters entitled *Get in the Scrap.*
- Save Coal at Home for Guns, Ships, Tanks, Planes, Victory.* Washington, D. C.: Bituminous Coal Consumers' Counsel. Free.
- "Save That Coal." *Consumer Prices.* Consumer Division, Office of Price Administration, Washington, D. C. December 15, 1941. Out of print. See also the following issues: January 15, 1942—"Take Care of Your Tires;" March 1 and April 1, 1942—"Victory Begins at Home;" and June 1, 1942—"Sugar for War-Time Canning." *Consumer Prices.* Is out of print.
- Take Care of Your Automobile.* Washington, D. C.: War Production Board. Free. Worth-while tips on saving tires and keeping the car in good condition.

FOOD AND NUTRITION

- Bureau of Home Economics, U. S. Department of Agriculture. *Are We Well Fed?* Washington, D. C.: Superintendent of Documents. 15 cents.
- Eat the Right Foods to Help Keep You Fit.* Washington, D. C.: Bureau of Home Economics, U. S. Department of Agriculture. Free.
- Rowntree, Jennie I. *This Problem of Food.* New York: Public Affairs Committee, 30 Rockefeller Plaza. 10 cents.

SPECIAL REFERENCES FOR TEACHERS

- George Washington on Price Control.* Washington, D. C.: Consumer Division, Office of Price Administration. Free. Excerpts from Washington's letters to friends regarding inflation and profiteering during the Revolutionary War.
- School Teachers and Education.* Washington, D. C.: U. S. Office of Education. Free.
- Suggestions for Use and Development of Materials in Schools in Relation to OPA Program.* Washington, D. C.: Educational Relations Branch, Consumer Division, Office of Price Administration. Free.
- Suggestions to Parent-Teachers Associations on War-time Economic Problems.* Washington, D. C.: Educational Relations Branch, Consumer Division, Office of Price Administration.
- Teachers Handbook on OPA's War-Time Economic Program.* Washington, D. C.: Educational Relations Branch, Consumer Division, Office of Price Administration. Free.

Part B

OPA'S War-Time Check Lists for Secondary Schools

America's secondary schools are in action on the Economic Front. They are helping to hold the cost of living down. They are aiding in the distribution of scarce commodities through rationing. They are participating in war-bond sales and salvage campaigns. They are promoting the conservation of civilian consumer goods. In these and many other ways, schools are building the strength of the nation at home and on its battle fronts.

To help schools evaluate and increase their contributions on the Economic Front is the purpose of these check lists. Use the check lists to measure the effectiveness of your school's present efforts. Make the lists serve you in your classrooms, in staff meetings, in curriculum study groups, and at teachers' institutes. Keep in mind that the check lists include a variety of suggestions for study, discussion, and action, but feel free to insert other points which may prove of importance in your school and community.

There are three check lists, as follows:

I. OPA's War-time Check List for School Administrators

II. OPA's War-time Check List for Teachers

III. OPA's War-time Check List for Pupils

All of these check lists may be reproduced without special permission. A credit line to the issuing agency will be appreciated.

Is your secondary school doing its part on the Economic Front?

I. OPA'S WAR-TIME CHECK LIST FOR SCHOOL ADMINISTRATORS

Read each question carefully. Think about it. Then draw a ring around your answer.

- | | |
|---|--------|
| 1. Is my school doing its part to get pupils to buy War Stamps and Bonds regularly? | YES NO |
| 2. Is my school systematically collecting scrap metals, rubber, fats, and rags for salvage? | YES NO |
| 3. Is my school serving balanced hot lunches to all pupils at reasonable cost and to needy pupils without cost? | YES NO |
| 4. Does my school provide for the collection and repair of usable warm clothing and other apparel and for its redistribution to children who need it? | YES NO |
| 5. Does my school emphasize the importance of getting along with as few goods and services as possible during wartime? | YES NO |
| 6. Has my school given special attention to the President's Seven-Point Program for controlling the cost of living? | YES NO |

7. Does my school provide needed instruction for pupils and adults in war-time budgeting, the saving and spending of money, and the conservation of consumer goods? YES NO
8. Does my school inform pupils and adults about price control, rationing, and conservation through school newspaper articles, classroom and hall exhibits, club activities, plays, home economics demonstrations, or other programs? YES NO
9. Have my staff and pupils been acquainted with the purposes and functions of War Price and Rationing Boards? YES NO
10. Is the staff of my school assisting in the registration of local citizens for their ration books? YES NO
11. Are goods purchased by the school and goods sold by the school handled with strict regard to the regulations governing price ceilings and the posting of ceiling prices? YES NO
12. Does my school have a definite program intended to promote conservation of tires? YES NO
13. Has my school taken all steps consistent with the maintenance of health and efficiency to conserve coal, oil, gas, and other fuels? YES NO
14. Have the athletic program and other school activities been revised so as to reduce travel to a minimum? YES NO
15. Is a school-sponsored Victory Garden program planned for the 1943 growing season? YES NO
16. Is my school eliminating non-essential and expensive school practices such as added costs for plays and operettas, special dances, school pins, and graduation gifts and exercises? YES NO
17. Does my program include special provision for assisting low-income groups of the community with their problems as consumers? YES NO
18. Does my school have a War-time Consumer Information Center where questions are answered with information and materials collected by pupils, the librarian, other staff members, and volunteer civilian defense workers? YES NO
19. Have I undertaken either to keep my building open at night for use by study groups of parents or to help find alternative meeting places for such groups? YES NO
20. Does my school have a War Council to co-ordinate its war-time educational program? YES NO
21. Are older boys and girls being trained to perform efficiently in out-of-school hours some of the work formerly done in stores, in factories, and on farms by older youths and adults? YES NO
22. Is a training program being offered to prepare all girls in the school to help with child care and housework in their own homes and to assist in other homes where mothers are employed in war work? YES NO
23. Does my school afford pupils an opportunity to repair household utensils, appliances, and furniture under the direction of a competent instructor? YES NO

24. Does my school have a program for immunization and vaccination of all teachers and pupils? _____ YES NO
25. Is the policy of my school one that encourages maximum savings of paper, art supplies, and other materials, both those purchased by the pupil and those furnished by the school? _____ YES NO

Record here the number of answers _____

Are You as a School Administrator Doing Your Part on the Economic Front?

II. OPA'S WAR-TIME CHECK LIST FOR TEACHERS

Read each question carefully. Think about it. Then draw a ring around your answer.

1. During the past two weeks, have I encouraged my pupils to buy all the War Stamps and Bonds they can? _____ YES NO
2. During the past two weeks, has every pupil in my class been asked to contribute scrap metal, rubber, rags, and fat to the salvage campaign? _____ YES NO
3. Am I encouraging all pupils in my class to eat the right foods and get enough sleep and recreation for health, growth, and strength? _____ YES NO
4. During the past two weeks, have I discussed with my pupils ways they can care for their clothing, particularly for woolen garments, shoes, and rubber overshoes? _____ YES NO
5. Am I encouraging pupils to do everything they can to take good care of textbooks and school equipment? _____ YES NO
6. Am I encouraging my pupils to do all possible to prevent waste of food, paper, pencils, chalk, wood, paint, and other materials? _____ YES NO
7. During the past two weeks, have I discussed with my pupils ways they can reduce unnecessary spending? _____ YES NO
8. Has my class studied the President's Seven-Point Program to keep the cost-of-living from spiralling upward? _____ YES NO
9. During the past month, has my class discussed the danger of prices going up in wartime and how the American people can guard against this danger? _____ YES NO
10. Have I discussed with my pupils the main points in the regulation of the Office of Price Administration with reference to price and rent control, and rationing? _____ YES NO
11. During the past month, has my class talked about the reasons for shortages in civilian goods in wartime and about the ways people can deal with these shortages? _____ YES NO
12. Am I serving as a volunteer in registering citizens for ration books, in setting up or operating Consumer Information Centers, or in other ways strengthening the Economic Front? _____ YES NO
13. If I know my storekeeper has charged more than his legal ceiling price, have I reported the matter to my nearest War Price and Rationing Board? _____ YES NO
14. If my landlord has charged more than the legal rent, have I reported the matter to my nearest Rent Control Board? _____ YES NO

- | | |
|---|--------|
| 15. Am I promoting in every way I can the saving of tires? | YES NO |
| 16. Am I constantly encouraging pupils to take better care of household appliances and helping them learn how to do so? | YES NO |
| 17. Do I encourage pupils to compare prices and quality in the things they buy and to give more study to actual needs before buying? | YES NO |
| 18. Am I buying goods only at stores which correctly post ceiling prices on cost-of-living items? | YES NO |
| 19. Do I discourage purchasing goods on the installment plan? | YES NO |
| 20. Am I saving money each month so that by December 31, 1942, I shall have enough to cover my income tax for this year? | YES NO |
| 21. Am I working to develop among my pupils habits and attitudes which consumers should have in wartime? | YES NO |
| 22. Am I helping pupils to assume responsibilities formerly discharged by older youths and adults, both in homes and in the factories of the community? | YES NO |
| 23. Am I keeping up to date in my study of new materials released by the government regarding consumer matters? | YES NO |
| 24. Do I encourage the saving of paper through use of both sides of every sheet, reduction of the size of margins at top and sides, and saving of used sheets for scratch work? | YES NO |
| 25. Am I stressing the importance of looking out for the welfare of other people, particularly parents and young children, so that they may be protected from fear and worry? | YES NO |

Record here the number of answers —————

Are You as a Teacher Doing Your Part on the Economic Front?

III. OPA'S WAR-TIME CHECK LIST FOR PUPILS

Read your question carefully. Think about it. Then draw a ring around your answer.

- | | |
|--|--------|
| 1. Am I regularly buying as many War Stamps and Bonds as I can afford? | YES NO |
| 2. Am I collecting scrap rubber, metals, rags, or kitchen fat and turning in these materials to salvage depots? | YES NO |
| 3. Am I eating the right foods and getting enough sleep and recreations every day to do my best work? | YES NO |
| 4. Am I taking the best care possible of my shoes, overshoes, and woolen clothing? | YES NO |
| 5. Am I doing everything I can to take good care of textbooks, library books, and other school supplies and equipment? | YES NO |
| 6. Am I buying only the things I absolutely need? | YES NO |
| 7. Do I know the Seven Points of the government's program for controlling the cost of living? | YES NO |
| 8. Do I know the main points of the General Maximum Price Regulations? | YES NO |

- | | | |
|---|-----|----|
| 9. Do I know why it is necessary in wartime to ration certain goods, such as sugar, tires, and gasoline? | YES | NO |
| 10. Do I know how to obtain and use a ration book? | YES | NO |
| 11. Do I refrain from asking for or trying to obtain more than my fair share of such rationed goods as sugar, tires, and gasoline? | YES | NO |
| 12. Do I always have my ration book ready for the storekeeper or filling-station attendant to collect my rationing coupons? | YES | NO |
| 13. Do I refrain from using the family car for unnecessary driving? | YES | NO |
| 14. Does my family share its car with others when necessary driving is done? | YES | NO |
| 15. Do I help my family take good care of the washing machine, vacuum cleaner, lawn mower, and other appliances which are no longer manufactured? | YES | NO |
| 16. Am I trying to prevent waste of food, clothing, writing paper, pencils, and other goods? | YES | NO |
| 17. Am I observing at least one meatless day a week, on that day eating meat substitutes? | YES | NO |
| 18. Am I helping my family to save fuel in heating our home this winter? | YES | NO |
| 19. Do I always look for the "best buy," comparing prices, quantity, and quality? | YES | NO |
| 20. Do I spend as little money as possible on candy, soft drinks, and unnecessary recreations? | YES | NO |
| 21. Am I buying goods only at stores which correctly post ceiling prices on cost-of-living items? | YES | NO |
| 22. Am I paying cash for each thing I buy instead of charging it? | YES | NO |
| 23. Am I keeping out of debt? | YES | NO |
| 24. Am I practicing safety all the time—at home, at school, on the street, and on the playground? | YES | NO |
| 25. Am I doing my part to watch out for younger boys and girls, to do what I can to keep them safe and well and to protect them from fear and hardship? | YES | NO |

Record here the number of answers

Are You as a Pupil Doing Your Part on the Economic Front?

Part C

Victory Quiz¹ on Price Control and Rationing

SECTION I.—CHECK THE BEST ANSWER

1. Americans can go far toward relieving the shortage of durable consumer goods:
 - a. If they buy all they can find on the market to store away for future use;
 - b. If they stop using their car, their refrigerator, their sewing machine, and other equipment for the duration;

¹The key to this quiz will be found at the end of this quiz.

- c. If they borrow everything they can from their neighbors, in order to save wear and tear on their own possessions;
- d. If they let their things out for others to use freely;
- e. If they join with friends and neighbors to plan the pooling, sharing, exchange, repair, and care of equipment which is becoming scarce.

2. The coupons in a ration book may be:

- a. Traded in for money;
- b. Acceptable only if they are presented without the book;
- c. Acceptable only if they are torn from the book in the presence of the dealer;
- d. Exchanged for new ones;
- e. Used for any kind of purchase.

3. The most intelligent way to save rubber on your car is:

- a. To drive automobiles no more than necessary and at low speeds;
- b. To keep your car in a cool place;
- c. To keep the tires in the attic;
- d. To have your tires changed every 10,000 miles;
- e. To put old tires on over good tires.

4. It is important that the government regulate rents because:

- a. So many have gone into the army that landlords are losing their tenants;
- b. Everyone is doubling up on living quarters;
- c. Next to the grocery bill, rent takes the largest single bite out of the family bank-roll, and rents will increase if not controlled;
- d. Government housing provides all necessary facilities for war workers;
- e. Landlords receive barely enough in rents to pay their real estate taxes.

5. Under the General Maximum Price Regulation, it is illegal for a merchant to:

- a. Publish the prices of what he sells;
- b. Charge any amount up to and including the highest price he charged for a given article or service in March, 1942;
- c. Charge more or less than his nearest competitors;
- d. Charge more for a given quantity of a regulated article than he charged in March, 1942;
- e. Raise wages and salaries.

6. Rationing will achieve most for the country:

- a. If we tolerate a black market where goods are sold by bootleggers;
- b. If we have strict supervision by a large force of inspectors;
- c. If we return to peace-time production;
- d. If we make no serious changes in our habits of buying and using things;
- e. If we have whole-hearted public acceptance and support of the rationing program.

7. The OPA has found it desirable and necessary to:

- a. Establish price ceilings generally at the levels of March, 1942;
- b. Confine price ceilings to wholesale transactions;
- c. Set different price ceilings for different stores in different trades at different times;
- d. Require all firms to adopt the same ceilings for the same goods or services;
- e. Establish a system of secret police to check up on retail stores.

8. The amount of consumer goods available in 1942 is *not* affected materially by the fact that:
- a. The Nazis have sunk more than 350 American ships;
 - b. Business men have curtailed their advertising;
 - c. The Japs have captured most of the Far East;
 - d. Nearly half of our labor materials, and plants is being used to make war materials;
 - e. There is not enough labor, time, plant, or material to supply both civilian and military needs to the full.
9. The cost of living has been going up *mainly* because:
- a. Railroad freight rates were raised by the Interstate Commerce Commission;
 - b. When people have more money to spend, as Americans have today, they are likely to pay more for the same things they used to buy at lower prices;
 - c. Higher wages, higher farm prices, and heavier taxes have cancelled out business profits and forced general price increases;
 - d. The pressure of the increased purchasing power made it necessary to raise taxes.
10. Of the following methods of keeping prices down today, probably the least effective is:
- a. Ceiling prices and rationing;
 - b. Taxation of excess income;
 - c. Subsidies to maintain or increase production;
 - d. Simplification and standardization to increase production;
 - e. Private agreements between manufacturers and distributors.
11. When rent controls are established:
- a. Landlords must return all excess rents collected during the months previous to the issuance of the order;
 - b. Tenants are protected from eviction and from having to pay more than the rent charged as of a given date;
 - c. Rents are fixed at the date when the order goes into effect;
 - d. Tenants may sub-let their quarters at any price they can command;
 - e. No one is allowed to offer new quarters for rent.
12. American dollar income in 1942 will exceed American dollar income in 1939 by approximately:
- a. \$150,000;
 - b. \$35 billion;
 - c. \$35 million;
 - d. Very little;
 - e. \$5 billion.
13. Price control cannot be entirely effective unless a determined effort is made:
- a. To establish grades, standards, and quality specifications for many items sold under a price ceiling;
 - b. To raise the price of all low-grade goods to the level of high-grade goods;
 - c. To sell only large lots at retail, and only small lots at wholesale;
 - d. To keep all merchandise as it was before the war;
 - e. To reduce the price of all high-grade goods to the level of low-grade goods.

14. The OPA may do any of the following except:
- a. Require grade or quality specifications on goods sold at retail;
 - b. Put a ceiling on wages and salaries;
 - c. Fight inflation;
 - d. Ration luxury goods;
 - e. Issue licenses to merchants.
15. The elementary principle underlying the rationing program of OPA is:
- a. To satisfy national, community, and individual needs, in the order of their urgency during the war;
 - b. First come first served—let the devil take the hindmost;
 - c. The same share for everyone;
 - d. Distribution according to ability to pay;
 - e. Taxation without representation.
16. Violators of OPA orders risk all of the following penalties except:
- a. Law suits for triple damages;
 - b. Injunctions or suspension of license to do business;
 - c. Flogging;
 - d. Fine and imprisonment;
 - e. Publication of names of violators.
17. Among the objectives of the war discussed by Henry Wallace in the speech call "The Price of Free World Victory," was:
- a. The return of prohibition of liquor;
 - b. Restoration of Europe's 1914 boundaries;
 - c. A half-pint of milk a day for everyone in the world;
 - d. Government ownership of all industry;
 - e. A free hot lunch for every school child.
18. Instructed by Congress to take all steps necessary to stabilize the cost of living, the President has delegated the task to:
- a. The Office of Price Administration;
 - b. The War Department;
 - c. The Supreme Court;
 - d. The Office of Economic Stabilization;
 - e. The Senate Committee on Banking.
19. Price ceilings ordered by the General Maximum Price Regulation cover all of the following foods except:
- a. Beef and pork, and ice cream and bottled milk;
 - b. Bananas and peanuts;
 - c. Canned fruits;
 - d. Most fresh fruits and vegetables, eggs and poultry;
 - e. Canned vegetables.
20. Rationing programs are likely to apply to any of the following, except:
- a. Essential goods that have become scarce;
 - b. Goods that must be shared with the armed forces;
 - c. Goods which must be imported by sea;

- d. Luxury goods which occupy a small part of the economy;
 - e. Goods made of materials used to make guns and other war equipment.
21. The primary interests of the Consumer Division of the OPA are:
- a. War contracts, foreign trade, and taxes;
 - b. Regimentation of business men and consumers;
 - c. Information about ceiling prices, rationing, and rent control;
 - d. Nutrition, public health, and recreation;
 - e. Introduction of government grades and standards for consumer goods.
22. The President's Seven-Point Speech on Price Control avoided saying anything about:
- a. Subsidies and imports;
 - b. A \$25,000 maximum on incomes;
 - c. Restriction of credits and payment of debts;
 - e. Rationing and ceiling prices;
 - e. The cost of living.
23. The number of American families that will receive more than \$4,595 in 1942 totaling nearly two-fifths of the national family income, will be
- a. More than thirteen million strong;
 - b. Two-fifths of the population;
 - c. No more than 3,000;
 - d. One per cent of the population;
 - e. One-tenth of all American families.
24. Seeking a stopping point for the "tragic race between wages and prices," the War Labor Board in the Little Steel Case announced a wage stabilization policy that will:
- a. Freeze wages at the level of January, 1941;
 - b. Limit earnings to \$25,000 a year;
 - c. Maintain monthly purchasing power at the January, 1941 level;
 - d. Provide that the highest paid person in an industry may spend no more than three times as much as the lowest paid person;
 - e. Create a form of wage parity for labor, keeping the buying power of hourly wages to the level of January, 1941.
25. Rent controls are usually established in war-rental areas:
- a. By common consent;
 - b. By OPA, automatically, as soon as the rent declaration is issued;
 - c. By action of city officials, upon advice from the Chamber of Commerce;
 - d. By the OPA, no sooner than 60 days after rent declarations have been issued;
 - e. By the National Guard.

SECTION II—WHO'S WHO

Associate the following names correctly with the parallel list of offices. Write the appropriate letter in the blanks before the first list.

- | | |
|-------------------------------|---------------------|
| —26. President of the USA | a. Leon Henderson |
| —27. Federal Reserve Board | b. Henry Morgenthau |
| —28. Secretary of Agriculture | c. Elmer Davis |

- 29. Vice President of the USA
- 30. Secretary of the Treasury
- 31. Head, Office of War Information
- 32. Administrator, OPA
- 33. Board of Economic Warfare
- 34. US Office of Education
- 35. War Production Board

- d. Claude Wickard
- e. Marriner Eccles
- f. Donald Nelson
- g. Milo Perkins
- h. Joe Doakes
- i. Franklin Roosevelt
- j. Henry Wallace
- k. John Studebaker

SECTION III—WHAT'S WHAT

Associate the following duties correctly with the parallel list of offices. Write the appropriate letters in the blanks before the first list.

- 36. Governs foreign trade
- 37. Directs allocation of raw materials to industries
- 38. Sells war bonds
- 39. Regulates consumer credit
- 40. Governs prices, rents, and rationing
- 41. Determines parity prices
- 42. Distributes ration books
- 43. Orders injunctions and suspension of licenses of dealers
- 44. Reviews OPA orders
- 45. Supervises meat grading

- a. Office of Price Administration
- b. Any State, Territorial, or District Court
- c. War Production Board
- d. Board of Economic Warfare
- e. Federal Reserve Board
- f. War Price and Rationing Boards
- g. US Department of Agriculture
- h. Emergency Court of Appeals
- i. US Treasury
- j. Agricultural Marketing Service
- k. War Manpower Board
- l. National Resources Planning Board
- m. Office of War Information

SECTION IV—TRUE OR FALSE

Indicate whether the following statements are *True* (T) or *False* (F) by drawing a circle around whichever letter you believe to characterize the statement correctly.

- 46. T F If a "Cost-of-living" article was not sold in March, it does not have to carry a ceiling price.
- 47. T F Unless he claims special exemption, a storekeeper must show the complete list of his ceiling prices to anyone who asks to see it.
- 48. T F Failure to stabilize prices will not materially impair war production.
- 49. T F There are more than twenty services which are covered by the price ceiling.
- 50. T F Cost-of-living items, which must have ceiling prices posted, include a majority of the regulated articles sold in retail trade, in terms of their dollar value.
- 51. T F Services related to real property (land or buildings) come under a price ceiling. (These include services of architects, gardeners, and renting agents.)
- 52. T F Since 1929, the number of new dwellings built each year has been less than the number of new houses we need annually.
- 53. T F Sugar is an essential food; without it, we would become sick.
- 54. T F A storekeeper must post on the wall a complete list of all his ceiling prices.
- 44. T F OPA has ordered labeling of sheets and grading of beef for sales at wholesale.

ANSWERS TO VICTORY QUIZ ON PRICE CONTROL AND RATIONING

1. e	11. b	21. c	31. c	41. g	51. F
2. c	12. b	22. a	32. a	42. f	52. T
3. a	13. a	23. e	33. g	43. b	53. F
4. c	14. b	24. e	34. k	44. h	54. F
5. d	15. a	25. d	35. f	45. j	55. T
6. e	16. c	26. i	36. d	46. F	
7. a	17. c	27. e	37. c	47. T	
8. b	18. d	28. d	38. i	48. F	
9. b	19. d	29. j	39. e	49. T	
10. e	20. d	30. b	40. a	50. T	

Part D**Suggested Guides to Conservation**

TAKING CARE OF YOUR AUTOMOBILE

If you want to get maximum wear, economy, and performance out of that car that must last you for the duration of the war, keep it well lubricated. Proper use of oil and grease prevents metal-to-metal contact of moving parts and guards against their wear and destruction.

The following suggestions on car lubrication are offered:

A. Oil and Grease

1. For average driving conditions it is sufficient to change the crankcase oil twice a year. If you drive over dusty, sandy, or wet roads you may have to change the oil more often. A light oil is needed for cold weather, and a heavier oil for warm weather. Oil should be kept up to the level of "full." Having the crankcase too full of oil, however, is harmful and uneconomical. The excess oil is used up rapidly and carbon deposits are increased.
2. Check your oil filter regularly. If the oil is dirty, your filter may be laying down on the job, and may require a new cartridge. It is the function of the oil filter to keep particles of dust and metal out of the oil as it circulates through the moving parts. This dust and metal increases engine wear.
3. Grease your car at least every 2,000 miles. If you drive on wet, sandy, or dusty roads, grease it oftener. You must keep your car well lubricated to protect hundreds of metal parts against wear and destruction.

B. Starting the Car

1. Believe it or not, your starting troubles may be in your oil. If you are in the habit of using a heavy oil, try switching to a lighter grade — 10 or 10W — and you will reduce your starting difficulty.
2. Get in the habit of allowing your engine to warm up for at least a minute before you begin to drive. The colder the weather, the longer you should allow for the warm-up. Your engine is warm when it will run with the choke all the way down.

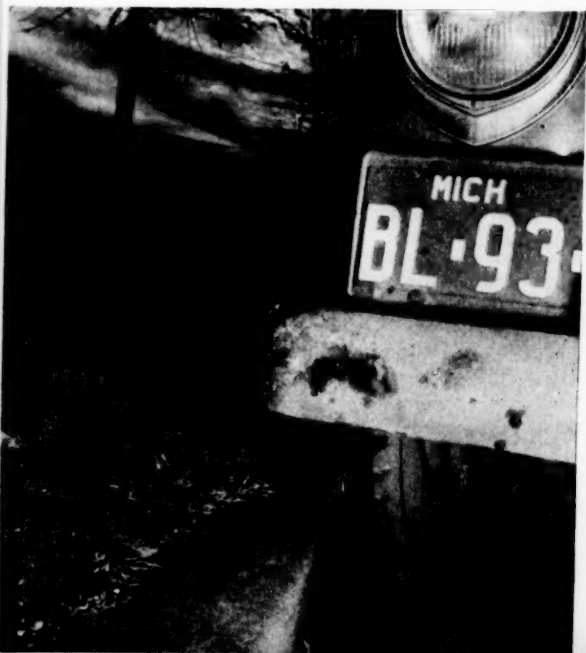
3. **Never** race a cold engine. When your engine first turns over, keep it at just enough speed so it doesn't die, until it is warm.

CONSERVATION OF TIRES

No one has to be told that his tires now have to last him just as long as possible. Once a tire is gone there will be no chance of replacing it—with the exception of a few special cases—until our supply of rubber is once more up to normal. That may be months, possibly years from now.

The War Production Board has laid down the eight rules of tire conservation listed below. Follow them carefully when you drive to get the last possible mile out of your tires.

1. **Cut your speed to 35 miles per hour:**
Tires last twice as long at 40 miles per hour as at 60 miles per hour.
2. **Maintain proper air pressure:**
Never allow air pressure to fall more than 3 pounds below the minimum recommended by your service-station attendant.
3. **Stop "Jack-rabbit" starts and stops:**
These burn up your rubber needlessly—mean shorter life for tires.
4. **Change wheel positions every 5,000 miles:**
This equalizes wear—helps give longer use.
5. **Avoid curbs, road holes, rocks, and other hazards:**
Carelessness means broken casings, blow-outs, and the like.
6. **Check wheel alignment twice a year:**
Mis-alignment causes scuffing and uneven wear.



In time of war there is no excuse for carelessness, and it is carelessness that is responsible for the loss of most tire mileage. Running into a curb can mean a break in the tire wall, or at least a weakening. Blow-outs are more apt to occur when these sidewalls are in bad condition.

7. Repair all cuts, leaks, breaks promptly:

Delay may cause damage that can't be repaired. Breaks and cuts should be vulcanized whenever possible.

8. Don't speed around curves.

Fast turns burn rubber from tires.

CONSERVATION OF FUEL OIL FOR HOME HEATING

One-third to one-half of the oil normally used in heating a house can be saved by careful use of your oil burner, according to the Consumer Division of OPA. Homeholders can contribute to defense and at the same time stretch their dollars by following these rules for economical operation of oil-fired furnaces:

1. See that the thermostat is properly located so that it will represent the average room temperature desired. Then set your room thermostat at 68 degrees. Avoid overheating your house since this not only wastes fuel but also is an important factor in causing colds.
2. Have your heating plant tested by an expert who may be able to recommend adjustments that will cut your oil consumption from 10 to 50 per cent.
3. Keep flues and heating chambers free of soot by cleaning them with long handled wire brushes.
4. With the furnace in operation, use a lighted candle to search for air leaks. These leaks can usually be sealed by furnace cement, and large leaks can sometimes be stopped by stuffing steel wool in the cracks.
5. During the winter time close off rooms that are seldom used and hard to heat, or in which the windows are kept open for cleaning or ventilation.

SAVING FUEL—STOVES AND FURNACES

Homeowners have work to do if they want warm homes this winter. They must clean their heating equipment and preserve it against rust and corrosion. The following suggestions are important:

1. If your stove, furnace, or boiler needs repairs, arrange for them now. Don't wait to order needed parts—they may not be available later.
2. Use paint, grease, or oil to coat the parts of your heating equipment which are likely to rust and deteriorate during idleness. Rust and corrosion cause more damage to heating plants than almost any amount of use. Clean the equipment thoroughly before coating with protective covering.
3. If your cellar is unusually damp and your heating equipment rusts rapidly, build a fire occasionally during the summer months. This will inhibit the spread of rust.
4. The smoke pipes of idle coal-burning furnaces and stoves tend to rust through quickly. Take them down, wrap in newspaper, and store in a dry place when not needed.
5. If necessary, call in a professional furnace cleaner. His bill will be smaller than the one you'll have to pay if your heating equipment deteriorates.

It's a real fuel-saving economy to clean your furnace and keep it in repair. If you're careless with your heating plant, you're likely to waste up to several tons of coal in a single winter. The following suggestions are given for more economical use of fuel and the care of stoves:

A. Here's the way to save on fuel when cooking on top of the range:

1. Turn your gas (or electricity) on high only when necessary to bring food to the boiling point. As soon as boiling begins, switch to medium or low.
2. Use a pot cover in bringing water or food to a boil. Boiling will come quicker and less fuel will be used.
3. Don't put more water in your pot than is necessary. Use less water in cooking, and you will cut the time and fuel consumption. Also, the less water you use, the less will be the loss of food values.
4. Whenever possible, use a pan which covers the heating unit. Too small a pan permits waste heat to escape around the sides.
5. Plan your cooking so that you get maximum use from a hot burner or oven. Have pans of food ready to place on range before units or burners are turned on.

B. Here's the way to save on fuel when using the oven:

1. Place pans so as to allow for free circulation of the heat.
2. Do not let pans touch each other, or the sides or back of the oven.
3. Do not open the oven door unnecessarily while foods are cooking.
4. Cook more than one food in the oven each time it is heated.

C. These hints on fuel saving also will help you prolong the life of your stove by cutting down on use. Here are some tips specifically on stove care:

1. Leave major repairing and servicing to reputable experts.
2. Give your range daily cleaning care. This means outside surfaces, burners, and units, broiler, and oven. Wipe up immediately any food spilled on the range top. After the range is cool, wipe top with a rag soaked in warm soapy water. Remove food that has stuck to the surface by using a scratchless powder.
3. If you have a gas range, wipe the burners and grates daily. Remove charred food with 00 steel wool.
4. Allow an oven door to stay open after each cooking operation. Remove spilled food from the oven as soon as it is cool, then wipe the oven with a damp cloth. Removable shelves can be washed with soap and water. Do not clean the oven units except to wipe off grease or burnt food which collects around the frame.

CONSERVATION OF COAL

One out of every three tons of coal used in many homes is wasted because householders don't tend their furnaces properly, according to house heating experts. This means that you may be spending \$20 to \$45 a season needlessly, as well as squandering material needed for war production. Here are some hints from the Consumer Division of the Office of Price Administration. If followed, they will mean more money in your pocket and more coal for the mills and foundries turning out equipment for our armed forces:

1. When adding coal to the fire, leave a bright spot of burning fuel exposed to ignite the burnable gases given off by the newly added coal.
2. Keep enough fuel on the grate to maintain a 5-inch thick fuel bed. The commonly held idea that a little coal in the fire-box goes a longer way than a lot of coal is false.
3. Regulate the amount of coal that burns by controlling the air-flow through the bed of burning coal.

4. Keep firing door slots open after adding fuel, as long as the flames are swirling high above the fuel bed, and closed when the smaller peaked flames appear.
5. Don't open the firing door to bank the fire. If the fire won't bank properly, use smaller size coal, or keep a thicker layer of ashes on the grate.
6. Keep flues and heating surfaces clean with a wire brush.
7. Seal with furnace cement any cracks which permit air to leak into the furnace or boiler. Replace defective dampers, grates, or doors.

HOME CONSERVATION

The civilian front begins at home—and intelligent care not only of household appliances and equipment but of the home itself is of prime importance during wartime when materials, manpower, and machines are needed for war production. Here are a few simple rules of home maintenance which may save some costly, needless repairs later:

1. Keep house painted to protect wood from weathering and rot, but paint only in dry weather when temperature is above freezing.
2. Paint galvanized screens once a year with thin paint. Copper screening never needs painting except to prevent stains.
3. Replace loose shingles immediately to prevent leaks and roof damage. When metal roofing becomes porous it can be made weather proof with a thick bituminous asbestos coating. Leaks near chimneys can usually be traced to loose or defective flashing, loose mortar joints, or dislodged coping. Leaks may also come from broken shingles, defective flashing around dormers, vent pipes, and in valleys where water runs down.
4. Keep stonework and brickwork pointed up, especially around chimneys.
5. Copper flashing around pipes, dormer windows, and in gutters never needs painting. Galvanized flashing should be examined frequently and kept covered with paint.
6. Don't let leaves and dirt pile up around exposed wood at foundation level.
7. Keep gutters and down spouts cleaned out and painted.
8. Keep tiles on walls and floors tightly set.
9. Repair cracks in plaster as soon as possible.
10. Dampness in cement floors often comes up through cracks. To check cracks, simply chisel them out and fill with hot tar.
11. Leaks in soapstone, slate, or cement laundry floors can be stopped with a specially prepared commercial cement.
12. When not in use, garden hose should be carefully drained of water, coiled so that there are no kinks or bends, and stored off the ground, preferably indoors, so that it will dry out free of dirt and grit.

WOMEN'S CLOTHES IN WARTIME

"Buy clothes practically"; "Mix them up"; and "Make them last" are three suggestions which are made to women for their war-time wardrobes.

Buy clothes practically because you will want to have clothes you can wear frequently, that will be suited to your purposes, and that will wear more than one season. Don't buy clothes for just one wearing and don't discard clothes just because you've become tired of them.

Mix them up because patterns are limited, dyes are scarce, and ensembles have been restricted. You can wear one jacket with several dresses, one top coat with several suits, and one coat with several skirts. Stay away from solid colors and save precious dyes. You'll look smarter too.

Make them last because fewer changes and longer wear save war-time labor and materials, and the WPB specifications will keep your clothes in style for the duration.

What will the American Women be wearing in wartime?

Three points should be kept in mind:

1. Except for a few non-essentials, present styles will be maintained
2. Clothing will be plentiful enough to satisfy everyone's practical needs
3. Materials of good quality and wearability will continue to be made

For the duration there will be no "fabric over fabric" clothes, thus saving 100 million yards of cloth a year. Smart silhouettes with plenty of allowance for individual tastes and size have been made. Skirts will be from 16 to 19 inches from the floor. "Stout" sizes and "odd" sizes will be maintained with allowance for personal preferences. Two-inch hems will be the limit.

The regulations apply only to clothes which are ready made and offered for sale, but women who make their own clothes will follow the WPB pattern if they do not want to look conspicuous. Wearing balloon sleeves and French cuffs are as out of date as hooped skirts.

What is the fashion outlook for the American woman?

Suits and coats—Tailored suits and coats will be simple and will be made from softer woollens containing larger amounts of re-used or reprocessed wool, rayon, and cotton. Flannels, shetlands, and plaids will be the principal items in the wardrobes, although worsteds, twills, and tweeds can be had in mixed fibers.

Three piece outfits—suits, jacket dress, and various coats, evening gowns, and blouses that sport hoods, boleros, and other violations of WPB no "fabric over fabric" order—will be out for the duration. Sales are limited to no more than two pieces at a unit price. Buy ensembles with contrasting pattern and colors.

French cuffs; balloon, dolman or leg o'mutton sleeves; patch pockets, wool linings, and extra fullness in the skirts; coat cuffs, wide belts (over two inches); Norfolk jackets; and the vents and bi-sweeps of the fancy backed jackets are all out during wartime. Garments must be labeled with the amount of woollen and the other fibres used in manufacture and the woman can compare prices with the aid of these labels.

Dresses—The American women's dresses will be cut on simpler lines and stripped of some of the same fussy details that have been banned in suits and coats. Peplums, extra-full dirndls, frocks with overskirts of all kinds are war casualties. Some pleating or shirring will be allowed in her non-woolen frocks,

and she may have pleats in her woollens too, if they don't take up more material than the WPB permits for skirt width. She will depend more and more upon basic dresses that can be worn with varied accessories to suit many different occasions. Shirtwaist frocks will be another "must" on her list.

Rayon *moire*, rayon shantung, rayon crepe, rayon jersey, sharkskins, acetates, and spun rayon are only a few of the fabrics on hand. Crisp warm weather frocks of cotton or rayon *batiste*, chambray, gingham, seersucker, rayon, and cotton in a linen weave will take the place of scarce linens and textiles that require the best looms, already burdened with war orders.

Gay prints that allow a wider expanse of background to show will help



AFTER RESTRICTION ORDER

In comparing this picture with the one to the right a saving of $1\frac{3}{4}$ yards was achieved in the dress which conforms to the restrictions of the WPB order. The dress is slightly shorter and has a sweep of 20 inches less. The pockets are lined with rayon instead of wool and the hem is only two inches. The belt is one-half the width of the other dress and the sleeves have no cuffs.



BEFORE RESTRICTION ORDER

In this picture the dress has a 91-inch sweep and a 43-inch length. The pockets are lined with wool and the skirt has a 3-inch hem. Also note the double-fabric cuff and $3\frac{1}{4}$ -inch belt. This dress required $2\frac{3}{4}$ yards of 54-inch wool.

solve the dye-conservation problem. Patterns of all kinds, whether for woollens, rayons, or cottons, will be fewer in number. Military colors, such as green, khaki, brown, and navy blue may be restricted to some extent, but reds, yellows, and other shades of blue will be available. Contrary to opinions held in some quarters, fast dyes will not necessarily be curtailed first, since chemicals for good dyes are no scarcer than chemicals for poor dyes.

The restrictions on evening dresses, beyond eliminating overskirts, hoods, slips with non-transparent materials, and the use of wool, provide for a maximum sweep of 144 inches in the skirt. The *bouffant* and softly draped styles will continue, although hoopskirts will vanish into the powdered-wig era from which they came. *Batistes*, *organdies*, and *piques* are among the fabrics marked for summer popularity.

Hosiery—The American woman has learned how to get along without silk stockings, and she has discovered the long-wearing qualities of nylon. Now she will find less and less nylon and more and more rayon. She will begin to wear cotton mesh hose, ankle socks, and more serviceable weights of rayon for housework. During the summer, she can keep cool and save stockings by going bare-legged.

Hats—Her hats probably will include a greater proportion of fabric models. Turbans particularly can be wound out of almost any material and any pattern. Her felts will be made increasingly of mixed fibers, such as fur-felt wool, and one of the new substitutes. *Visca*, cellophane, and celtophal are fine "straw" materials. If she wants to pay more, she probably can obtain a South American straw, an Ecuadorean panama for example. Snoods, veilings, flowers, and ornaments can be combined to make little hats that use only a minimum quantity of essential fabrics.

Lingerie and foundation garments—Her lingerie will be just as pretty in cotton or rayon as in silk or nylon. It may be lighter in color, to save dyes, with a trend toward natural shades and away from deep pinks. Rayon or cotton twill and *batiste* now are being used in foundation garments, instead of scarce rubberized materials. Other stiffened textiles are entirely satisfactory for girdles. Bathing suits in tight cotton weaves, cotton or rayon jersey, and dressmaker prints or stripes also will begin to replace wool and lastex.

Shoes—The American woman will be getting more honest-to-goodness value for her money in shoes than she ever did before. Fine labor and materials will go into trim, conservative shoes rather than ornamental gee-gaws. She will discover that fabrics are continuing their upswing of popularity and probably will be used in all seasons of the year. The more conservative styles will enable her to wear re-soled shoes for months and years.

Gloves—Her gloves too will employ less leather and more fabrics: knitted and woven cottons and rayons, sueded fabrics, and other materials.

Sweaters—She will take better care than ever of her sweaters because wool yarns are going to be less available. She will receive extra value in crocheted cotton sweaters and other types of rayon and cotton knitwear that require more labor. She may want to take up crocheting herself, and she'll find that cotton and rayon jersey can be worn for almost any occasion.

Fur coats—Fur coats will probably be the least affected of all the clothes in the American woman's wardrobe. Both high and low cost furs should be abundant for some time to come, particularly the cold-weather varieties such as seal, muskrat, fox, and wolf that come from our own hemisphere.

Slips—Slips perform an important clothes-saving function. Not only do they improve the looks of a dress, but they protect outer garments from wrinkling and soiling. Slips no longer will be made with shadow panels, double-material yokes, or other details requiring the use of fabric over fabric. These are the points that consumers should keep in mind in selecting a slip:

1. A good rayon or cotton slip will wear well if the material is firmly woven and has strong close, evenly stitched seams. Some fabrics are made to appear sturdier than they are, by the use of starchy filler, which comes out in the wash and leaves the material looking sleazy.
2. Cotton slips are inexpensive and can be sent to the laundry, but the material should be pre-shrunk to insure lasting fit. The color should have good fastness to washing and perspiration.
3. Seams should be cut on the bias. Many rayons are subject to "thread-slipping" under strain, the threads slip over one another and pull apart. It's quite possible for the entire length of material to tear away from the seam, particularly if the seam is straight cut. When seams are cut on the bias, there is no direct pull on the threads. Not just a few, but all the seams in a slip should be cut on the bias—including those at the yoke and in the skirt, where the panel normally is placed.
4. The yoke should be comfortably loose, to avoid wear.
5. The edges of the slip at the top, under the arms and at the hem should be made so that threads cannot ravel. Pinked or bound edges and French seams are recommended.
6. It is a good idea to try on a slip before purchase to make sure that it fits smoothly and hangs straight all around. A slip should be about an inch shorter than the dress under which it is worn. Long slips should be adjusted at the hem rather than the shoulders. If a slip fits properly, lowering or raising of the shoulder straps will throw the garment out of line.

Sleeping garments—Shoppers don't have to be told to look for practical styles in *lingerie*, sleeping and lounging garments. The War Production Board has taken care of that, by eliminating frills and extravagant use of materials, and by fixing maximum measurements for these articles.

These garments also must be sold singly; pajama-and-robe combinations and other two-for-one-price combinations are out. So shoppers will be on the lookout for robes that wear well and look well with all their sleeping garments.

Since wool cannot be used to make bathrobes or housecoats, consumers will have to choose serviceable cotton flannels, velveteen, quilted cotton, and rayon or other fabrics.

All in all, the American woman doesn't have to worry about being well-dressed, particularly if she makes the most of her present wardrobe and plans her future needs to include the functional clothes that take the longest and hardest wear.

Every yard, every inch of material saved or intelligently used is a yard or an inch contributed to the war-time battle against waste.

MAKING OVER CLOTHES

A needle and thread can go a long way in meeting your family's clothing needs this year. Before you go far in plans for buying clothes, take careful stock of what you already have and what you can make. Some of the things you need for the coming season probably can be remade entirely of things already on hand. Others may require the addition of small amounts of new material to trim, alter, and refinish. You will, no doubt, need some entirely new things, too. But you may decide that even some of these can be made more economically at home than they can be bought at the store.

Take the matter of coats, for example. If you have a grownup's coat that is out of style or worn around the cuffs, and you are sure it can't be renovated for continued use, you can probably remake it for your small son or daughter. The old coat must be carefully ripped, the material cleaned and pressed, and, if possible, turned. The selection of a reliable pattern is important in making a coat of good design, of the right fit, and of a style suited both to the material and the use to which the coat is to be put.

Most patterns have complete sewing instructions. Buttonholes are often a stumbling block. With a little practice, you can learn to make good ones. But if they're a problem and you can get commercial ones made at not too great a cost, let the tailor or a seamstress take this job off your hands. And remember that a tailor's final pressing is just the finishing touch your coat needs.

Suits for little boys and girls also lend themselves readily to home sewing and re-making—especially in these days of mixed color schemes for skirts, pants, and jackets. Part of such a suit might be a new sweater knitted of the unravelled yarns of a worn one no longer in use.

And you don't need to be limited to re-making woolens. Neat cotton frocks for school and play can be made of the good parts of old ones no longer in style. These can be finished with contrasting pieces of new materials for collars, cuffs, and belts. Playsuits and sunsuits require little material, and can be made of practically any cotton or linen fabrics.

And don't forget the ragman. Save the left-over scraps for him. Give him the things that have no more wear in them at all. Cottons, silks, and woolens—they can all be salvaged and re-used.

Saving Wool

How much usable wool do you have around your home? Have you looked through the cast-offs in the attic lately? What about the partially worn winter clothing that's about to be disposed of for another season? Don't store it away—out of sight and out of use. There's no such thing as useless wool now!

All the wool you have can be put to use. Some of your wool clothing will no doubt be usable as it is for another season. Clean and store it carefully. But some of it—both knitted and woven—is ready to be discarded. It may be partially worn out and not worth mending. It may be simply outgrown. These discards can be made into useful and intriguing new clothes. Designs can be obtained from commercial patterns, which also include specific knitting and sewing instructions. You can stretch the family clothing dollar, get pleasure out of your ingenuity, and contribute to the nation's supply of wool by making new clothes out of these combinations of old knitted and woven materials.

The yarns for this re-made clothing will come from raveling or ripping yarn sweaters and other knitted garments. Wind the yarns carefully as you ravel, using either a stiff cardboard or the back of a chair to keep them from tangling. Tie the hank securely at both ends and in the middle. If the wool needs washing, follow the usual instructions for any knitted article. If it merely needs to have the kinks taken out, dip the hank into lukewarm water and let it dry on the board or chair on which it was wound. When the yarn is dry, it's ready to use in a number of ways.

You can always knit a smaller garment out of the remains of a larger one, —a child's sweater out of the good left-overs of a large one. By combining two or more left-overs of different colors, you can make a single new garment out of several smaller pieces—using stripes or some other color pattern that will produce an attractive contrast.

And here are a few more tricks out of the "bag." You can knit front panels or fronts and backs into a jacket or jerkin partly made of left-over pieces of woven cloth. You can even match these with a skirt or pants for a small child's suit. You can knit bands to finish a cloth cap and thus be a real conservationist.

Don't wait until later to start this job. Do it now. And when you've sorted and mended and used all the pieces you can, remember that the Red Cross will have use for small knitted squares to be made into quilts, and that the ragman can turn in the smallest of scraps to make the re-used wool materials that your country needs.

CONSERVATION OF SILK AND NYLON

Because America's armed forces need parachutes, there will be little—if any—silk and nylon for miladys hose in the future. Woman can make the silk

and nylon stockings they now have last longer by following these rules recommended by the Consumer Division of the Office of Price Administration.

1. Don't wear your silk or nylon hose to do your housekeeping.
2. Don't wear them to work or to other places that require much walking.
3. Don't wear them where they will be easily snagged. Heavier cotton or lisle hose can meet all these heavy needs.
4. Next, put them on carefully. Don't run your foot through the whole stocking leg. Rough skin, rings or rough edges of your nails can snag them easily. Roll the stocking down carefully, slip your foot into the toe, adjust it over the heel, then unroll it slowly. Fasten the garter into the reinforced top; that is for what it was made.
5. Don't put the garter in the afterwelt. Make sure you buy the right length for your leg, so that the garter may be fastened in the proper place.
6. Wash stockings after each wearing and as soon as possible after you have taken them off. Perspiration and dirt are injurious to delicate materials.
7. One more tip. Put your clean, dry stockings away carefully. Don't let them snag on the inside of rough bureau drawers.

If the day comes when the saleslady says, "Sorry, no more silk," that extra pair of silk stockings in your drawer is going to look mighty good.

CONSERVATION OF RAYON

With silk imports from Japan cut off and with nylon needed for war production, rayon looms up as a key material for women's clothing, particularly hosiery. Shortages of rayon material are anticipated. Therefore, consumers are urged to use their rayon fabrics with care so that the industry will require a minimum of materials and manpower needed for war production. Here are some suggestions from the Consumer Division of OPA:

Before laundering, it is important to find out what kind of rayon you have. Rayon fabrics can be washed and pressed like silk, except for acetate rayons which must be given special care. To determine whether your rayon is acetate type, apply a warm iron to the hem or seam; if it is acetate it will pucker and curl. Acetate rayon dissolves in home cleaning fluids containing chloroform, ether, or an acetone, and will turn shiny or melt when ironed at too high a temperature.

The second thing to remember is to wash only that rayon which is definitely known to be washable. Flat plain weaves such as those used in most *lingerie* and some dress materials are usually washable. Dry cleaning is better for crepes and loosely woven fabrics, and heavily ruffled or pleated garments.

In washing rayon garments, follow these simple rules to make clothes look better and last longer:

1. Don't soak rayons. Wash them before they become too soiled. Wash them gently and quickly and wash colored garments separately.
2. Use mild, neutral soap flakes. Never use strong or harsh soaps or strong powder or cleaning agents containing caustic soda.

3. Use lukewarm, not hot water, and dissolve the soap thoroughly before immersing the fabric. Squeeze the sudsy water through the fabric; do not rub or scrub it roughly.
4. Use two or more suds if garments are quite soiled rather than subject them to long periods of soaking and washing in the same water. Rinse two or three times in clear water of the same temperature.
5. To dry, squeeze water out without twisting; then roll garment in a turkish towel and knead out the rest of the excess moisture. Leave garment in towel until it is dry enough to press.
6. Rayons should be ironed on the wrong side of the fabric, moving the iron in the length direction and exerting tension on the fabric as it is ironed. This reduces shrinkage.

CONSERVATION OF SHOES

The army and the Bureau of Standards are running a series of tests to increase the length of wear of shoes. One of these tests has already demonstrated that longer wear under wet conditions can be acquired from shoe leather when a 3 to 5 per cent increase in oil has been made to the sole leather. This increase must be made to all sole leathers tanned, and since the tanners do not know which leather will go into army shoes and which will go into civilian shoes, the civilian consumer will eventually benefit from these Federal specifications.

Tests are also being conducted whereby fiber pegs are being inserted into the soles. These pegs, however, are best suited to men's work shoes and cannot be used on women's shoes, due to the thinness of the soles. Military demands and the curtailment in imports on hides make it necessary for us to stretch our available supply of leather as far as possible. Wooden soles and heels are likely to be developed. In the meantime we all should conserve our shoes. To do this the following suggestions may be helpful.

1. Make certain you get a correct fit. If shoes are too long, they may crack at the instep. If they are too large, the lining may wear out quickly. If they are too small, they get out of shape rapidly. Always try shoes on; do not buy by size alone.
2. Dampness injures leather; so, if your shoes get wet, stuff them with paper or shoe trees and let dry slowly, away from direct heat. Polish the shoes as soon as they are dry.
3. Keep shoes in shape with shoe trees or paper whenever they are not being worn. Keep them off the floor, in a shoe bag or on a shelf.
4. Polish shoes regularly in order to protect the leather.
5. Keep shoes in good repair. Have them re-soled as soon as the outsole is worn through. Have broken seams repaired promptly. Have heels straightened before the last is worn crooked.

RUBBER ARTICLES

Rubber is a weapon of war. So it is part of war-time duty, as well as good sense, to take good care of the rubber articles we now have. Here are suggestions, prepared by the Consumer Division of the Office of Price Administration, which, if followed, will add longer life to the everyday rubber articles in your home.

Overshoes

Never leave overshoes outside. See that they dry, slowly and thoroughly, away from radiators and stoves. If they're dirty, clean them with a damp cloth or with mild soap and water—but not with grease or oil. Store them in a cool, dark place until their are needed again. Put them on and take them off carefully to avoid wear and tear.

Raincoats

Don't drop your raincoat in a wet heap when you come in out of the rain. Wipe it off and hang it up carefully on a clothes hanger until it dries. Don't leave it hanging in strong sunlight or near a radiator. Store it in a cool, dark place when it's not in use. And remember, rips and tears from careless handling ruin many a raincoat.

Baby Equipment

Careless handling by mother, rather than actual wear by baby, destroys many of baby's rubber things. Watch that safety pins do not puncture rubber pants, and be careful not to tear them when you put them on and take them off. Wash baby's rubber garments in warm water and mild soap, and dry them thoroughly before you put them away. Never apply a hot iron to anything with rubber in it, and keep oil and grease off it. Put baby's rubber garments in a cool, dark place when they're not in use.

Women's Undergarments

Failure to take care of underclothing containing rubber is a waste of a needed war material. *Frequent*, rather than *hard*, laundering of such garments is recommended, using warm water and mild soap. Don't dry your girdle over a radiator if you want it to last, and never put a hot iron on anything that has rubber in it. Don't insert pins in rubberized material and use care in putting on and taking off rubber garments if you want to get long life out of them.

Hot-Water Bottles

Pins, excessive heat, and grease are your rubber hot-water bottle's worst enemies. Never pour boiling water into a rubber bottle, be careful that you do not puncture it when you are pinning a cloth about it, and don't let the grease or oil applied to your patient get on the rubber surface. When you have emptied the bottle, hang it upside down until it is dry on the inside before you put it away. It will give you longer service if it is stored in a cool, dark place.

CONSERVATION OF WOOL BLANKETS

With wool being used in great quantities to clothe our soldiers, Americans on the Home Fronts are urged to relieve the shortage by conserving all wool merchandise including wool blankets. A small amount of daily care can add a great deal to the life of a blanket, the Consumer Division of the

Office of Price Administration points out. A sheet folded over the top of a blanket and a cover for the bed, for example, will pay for themselves many times over in protecting a blanket from dirt.

Blankets containing wool are highly susceptible to moths and should be thoroughly cleaned before being stored away. When not in use, they should be placed in a tight paper bag. If the bag is tight enough, and the blanket is clean, no moth preventatives are necessary. To be on the safe side, however, it is wise to add naphthalene or paradichlorobenzene, either in balls, flake, or crystal form. To get maximum wear out of blankets, follow these washing directions:

1. Wash each blanket separately, using soft, lukewarm (100°F) water and neutral soap flakes. Never use soap containing alkaline builders. Dissolve soap completely before placing blanket in the tub. Since wool fibers swell and have a tendency to felt up when wet, never rub a blanket. Complete the washing as quickly as possible—within 4 or 5 minutes, at the most. If there are spots that are hard to get out, brush them with a soft brush and soap.
2. If washing is done by machine, a very high water level, with plenty of soap flakes to make rich suds, is necessary.
3. Rinse the blanket thoroughly in two or three changes of water and squeeze water out as quickly as possible, after each rinse. Never wring or twist a blanket, or force it through the roller. This causes matting and will distort the blanket.
4. To dry, hang blanket lengthwise with the weight of the blanket distributed equally on each side of the line. Keep out of direct sunlight or heat, and pull it to shape while drying.
5. When thoroughly dry, raise the nap, which may be matted, by brushing it gently with a soft brush or whisk broom.

CONSERVATION OF RUGS

War has placed greater demands on the world's supply of wool than ever before. That makes it even more important that you give proper care to your woolen rugs, checking potential damage before it is too late. Here are some general hints prepared by the Consumer Division of the Office of Price Administration on how to keep your rugs clean:

1. Clean rugs not more than two or three times a week with your vacuum cleaner, but be sure the cleaner's nozzle is properly adjusted according to manufacturer's instructions. At other times, for surface dirt, use carpet sweeper.
2. Don't beat rugs or carpets; it may break the foundation fibers.
3. Valuable rugs should be cleaned by a reliable cleaning establishment. If you prefer to clean rugs yourself, use deep suds prepared with a good neutral soap or recognized rug shampoo and be sure the colors of the rug are fast. Spread lather on a small part of the rug at a time with a soft cloth or brush, using a circular motion; then scrape off with a small, dull knife or spatula and wipe up the remaining suds with a dry cloth. Rinse several times with a cloth or sponge, keeping the back of the rug dry.
4. Don't lay rugs on rough uneven surfaces.
5. Keep pads under rugs to lengthen their life.

CONSERVATION OF ALUMINUM FOR COOKING UTENSILS

To conserve the home use of aluminum, steel, and other metals now needed to produce tanks, planes, ships, and guns, the Consumer Division of the Office of Price Administration is asking householders to purchase and use cooking utensils carefully. As an aid to homemaking in wartime, the Consumer Division offers these hints:

1. For top-of-the-stove cooking, use enamelware. To prevent cracking, utensils should never be allowed to boil dry, or should never have cold water poured into them while they are hot.
2. For long cooking, cast iron is satisfactory. Skillets, griddles, and Dutch ovens of iron are also good.
3. For oven cooking, iron and enamelware are good; so are pie pans, cake pans, and baking sheets of tin. For roasting, covered or uncovered pans of enamel or Russia iron serve well.

HOUSEHOLD FURNITURE

Wooden household furniture may not be made entirely of strategic war materials, but if you had to replace your pieces they would require the use of strategic labor, machinery, and transportation. Householders should, therefore, take better care of their wooden furniture to make it last longer. The following suggestions on care of wooden furniture, compiled by wood experts of the United States Forest Service, are offered:

1. The chief enemies of wooden furniture are summer moisture and the dry heat of homes and apartments in winter time. They cause loose joints, loosening of veneer, warping and cracking in your furniture. Your best protection against both is oil—a good oil or polish which will seal the surfaces of the wood and preserve it. You can buy good furniture polish, or you can make a very good and inexpensive polish yourself, by mixing one part turpentine with two parts of boiled linseed oil. If you buy your polish, be sure to use it according to directions. If you make this turpentine-oil mixture, use it at least twice a year on furniture which is varnished or oiled. The turpentine in your mixture will loose the dirt and grime which collects on furniture, and the oil will penetrate the wood pores and keep the wood in condition. Not only is this mixture helpful in prolonging the life of your wooden furniture, but it will add to the beauty and luster of your pieces. Here's how to use the mixture: Apply with a soft cloth. Wipe off the excess with a clean cloth, then fold this cloth over and use it to rub the wood surfaces until they are entirely dry and fingers leave no marks. If the wood is badly soiled, it needs washing before polishing. To wash, use a mixture of three tablespoons of boiled linseed oil and one tablespoon of turpentine in a quart of hot water. You can keep the solution hot in your double boiler. Wash the wood with a soft cloth which has been dipped in the solution, rub dry with another soft cloth. Now your wood is ready for the polishing, as described above.
2. You can conceal little scratches by rubbing each with a nut meat—walnut or pecan meats will do. There are commercial products on the market which also do this job well.

3. If your waxed furniture becomes spotted or scratched, it should be washed with turpentine before rewaxing. If the wood is dark, you may wish to tint the wax by adding a little "dry color" in any shade desired.
4. White spots on varnished furniture—caused by water or hot dishes—can be removed by rubbing lightly with a piece of flannel dampened with spirits of camphor or essence of peppermint; or you can use—but very sparingly—a drop or two of ammonia on a damp cloth. Then cover the surface with furniture polish.

CARING FOR THE RADIO

With the end of radio production at hand, the following suggestions for care of home radios are important:

1. Make sure that the radio is not placed with its back flat against the wall. Tubes, transformers, and resistors heat up, and free circulation of the air is required to prevent overheating. Leave an inch or so between the cabinet and wall.
2. Check the set's electric cord and plug. The plug should fit firmly into the wall socket and the wires leading to it should be intact.
3. Check connections also on near-by electrical appliances and lamps, loose connections on near-by gadgets cause static. Sometimes moving a near-by appliance or lamp farther away will help reception.
4. If the radio crackles, check the aerial and ground wires to determine whether they are broken in any place or are rubbing against other wires, trees, metals.
5. If you have not set up a ground connection and your radio is raucous, fix one up by connecting a wire from your radio's ground post to a water or steam pipe. Do not use your gas pipe as a ground.
6. If you have an outside aerial, make sure that it is equipped with a lightning arrester. Even small "static discharges"—not lightning—may ruin a set unless they are by-passed by the arrester.
7. Check the set's tubes, to see that they fit firmly in their sockets. Occasionally what may seem to be a bad tube is merely a good tube that is fitted loosely into its socket.
8. Clean the dust out of your set often. A hand vacuum cleaner will help.

These points should be observed:

If your radio's performance is unsatisfactory and none of these home adjustments help, it's time to call in the repairman. These points should be observed:

1. Call in a repairman from a reputable firm—one with whom you are acquainted, if possible.
2. Insist that he fix the set at your home. Most service firms have portable testing and repair equipment for home calls.
3. If he insists on carrying the set to the shop, persuade him to give you an inventory of the adjustments he thinks will be necessary, and request the return of old parts which he finds necessary to replace.

CONSERVATION OF ELECTRICAL POWER

"More power to freedom" is the slogan of wise and patriotic consumers who are using their electric lights with care to save electrical energy vitally needed to keep America's war industries humming. Here are ten simple

rules recommended by the Consumer Division of OPA for the conservation of electricity:

1. Turn out lights when they are not needed.
2. Don't forget the basement light.
3. Use your refrigerator efficiently.
4. Conserve on hot water if you have an electric water heater.
5. Keep the thermostat on your electric water heater between 135 and 140 degrees, no higher.
6. Use electric stoves efficiently and carefully.
7. Keep the radio on only when you are actually listening to it.
8. Turn off the electric fan when it is not badly needed.
9. Use very small bulbs for any urgently needed night lights.
10. Use all electric appliances sparingly: your electric mixer, toaster, small heater, washing machine, vacuum cleaner, and iron.

TAKING CARE OF ELECTRICAL APPLIANCES

Take care of your electric iron, repair that old toaster, do a thorough cleaning job on your waffle iron; they've got to last for the duration. No new electrical equipment for home use will be made after May 31, 1942, although replacement parts will be available for some time to come.

Most of the articles curtailed—except for electric irons, washing machines, and electric range units—come under the heading of "luxuries" in wartime. Substitute methods, which do not require the use of critical metals, can do the work of many appliances. Electric roasters, dry shavers, mixers, juicers, whippers, electric percolators, electric massagers, and vibrators will endure for years with proper care and use. Here are some tips on caring for your

Electrical appliances

1. Take hold of the plug when detaching a cord from an outlet or appliance, and you'll avoid fraying the cord, exposing wires, or causing a loose connection. Exposed wires are dangerous and loose connections can blow a fuse or prevent the appliance from heating. Remember that overheating also is harmful to the heating element and will shorten the life of the appliance. If the cord is detachable, connect and disconnect it at the wall plug. Do not disconnect the cord while the current is on.
2. Avoid getting electrical appliances wet, as wetting the heating element may cause short circuits. Usually the appliance may be wiped off with a damp rag to remove crumbs, excess oil, greases, fingerprints, and the like.
3. Let an electric iron cool before storing it. Roll the cord up loosely and hang it over a large hook or something round. Sharp bending of the cord may break the wires. Keeping the cord dry and clean prevents dirt and grease from damaging the outer material.
4. Keep the sole plate free of scratches and rough places. Remove starch from the sole plate by wiping it with a damp cloth. Use a very fine abrasive if necessary, but never immerse the iron in water. Occasionally rub the sole plate lightly with paraffin or beeswax and polish it with a dry, soft cloth.
5. To clean a waffle iron, scrub the grids with a fine wire brush. Then brush the grids

with a non-salted oil. After this, heat the iron about ten minutes. This process re-conditions the iron. Excess oil may be soaked up by a piece of bread placed between the grids. It will not be necessary after this treatment to use any fat on the grids when making waffles.

6. An electric coffeemaker may be cleaned occasionally by putting a tablespoon of soda in the section that normally holds coffee grounds. After the soda has percolated through, the coffeemaker will be washed clean.
7. If your appliance has an electric motor like a mixer or a fan—be sure to oil it according to the manufacturers direction.
8. The use of extension cords with your household appliances cuts efficiency, if too many appliances are attached to a plug or outlet.

Electric Stoves

June brides will be furnishing modern kitchens without electric ranges this year. The lesson for homemakers is obvious. Electric ranges must be made to last as long as possible, and this can be done only if ranges are properly cared for and kept in good repair. Here are a few suggestions:

1. Give your range daily cleaning care, including outside surfaces, burners and units, broiler and oven. When the range is cool, wash the porcelain outside with warm soapy water. (If cleaned when hot, there is danger of cracking the porcelain finish.) Do not let spilled food dry or harden on the range; it may cause discoloration. Be sure to clean acid, lemon juice, or vinegar, immediately, as it will remove the glaze from enamel. Nickel trim may be washed and polished with metal polish. Chromium trim may be washed with soap and water, dried, and rubbed with a soft cloth.
2. Food spilled on the open surface units should be burned off; cleaning the units with a stiff brush or sharp instrument may damage the heating coils. Salt spilled on the coils is particularly injurious.
3. Most closed units can be raised and the pan beneath removed for cleaning. Check your manufacturer's cleaning recommendations on this. Or use a mild abrasive to clean stubborn spots.
4. Wipe the oven with a damp cloth after use. Spilled food should be removed as soon as the oven has cooled. Use a mild, abrasive if necessary. Once a week remove all parts and clean the porcelain enamel lining of the oven with warm water and soap. Removable shelves can be washed with soap and water, and the wire racks can be cleaned with fine steel wool.
5. If your stove has a deep-well cooker, wipe out the lining with a damp cloth after using, and then dry it. An insulated lid should never be immersed in water. The deep-well should be allowed to cool thoroughly before the kettle is replaced.
6. Do not use the oven as a storage place for food.
7. Be sure the range is resting evenly on the floor; keep the vent clean. Always be sure the wiring is in tip-top shape, and if units are not operating satisfactorily, call in the repair man promptly. Your electric range requires daily care if you want to keep it in A-1 condition.

CONSERVATION OF REFRIGERATORS

With the conversion of the nation's refrigerators to war production, the

care and maintenance of refrigerators now in use becomes one of the major duties of America's homemakers. In addition to containing such essential materials as aluminum, steel, nickel, rubber, and zinc, America's 18,000,000 refrigerators are the second largest user of electric power in the home. And today electric power is vitally needed to turn the wheels of the nation's war industries.

The following pointers on refrigerator use have been compiled by the Consumer Division of the Office of Price Administration:

1. Do not place your refrigerator near radiators, stoves, or other sources of heat. It should be at least $2\frac{1}{2}$ inches from the wall and have at least a 9-inch clearance above the cabinet.
2. The motor should run about one-third of the time, although it may run more during hot summer months. Have it checked by your repair man at once, if you think it runs too often.
3. Check rubber lining around the cabinet door. If a dollar bill can be removed easily from between the lining and the frame when the door is closed, it means you are wasting power. The insulator should be adjusted at once.
4. Don't make a pantry out of your refrigerator by packing it full of foods, packages and cans. Free circulation inside the box is very important to proper refrigeration. Remove all paper wrappings and bags.
5. Don't try to run your refrigerator at a lower temperature than is required in the instructions.
6. Milk and meat should be kept in the coldest part of the refrigerator—near to or below the freezing unit.
7. Never put hot food in the refrigerator. Let it cool to room temperature first.
8. Use small containers whenever possible to save space and electricity.
9. Wipe up all spilled foods at once to prevent injury to the enameled surface.
10. Wash inside of refrigerator—including both the inside and the outside of the freezing unit—with soda water. This should be done every time you de-frost. Outside should be washed with mild soap and water or a non-abrasive cleaning agent. Fins or coils of the refrigerating mechanism can be cleaned with a stiff brush or the hand attachment of your vacuum cleaner.
11. Never allow the ice on the cooling unit to get more than a quarter of an inch thick.

CONSERVATION OF VACUUM CLEANERS

Your vacuum cleaner contains aluminum, rubber, copper, zinc, tin, and steel—and so do tanks, planes, ships, and guns. That is why production of vacuum cleaners has been substantially cut, making it increasingly difficult to obtain a new machine to replace your old one. Your vacuum cleaner will clean better and last longer if you follow these rules:

1. Pick up sharp bits of glass, pins, or tacks before running your cleaner over the rug or floor.
2. Empty the dirt bag at least once a week and have it drycleaned once a year. Keep brush free of threads and hair.

3. Use a wall plug, not a light socket, to connect the vacuum cleaner and pull the plug—not the cord—when you disconnect the cleaner.
4. Don't run the machine over the cord. When putting the cleaner away, wrap the cord loosely around the hooks provided for that purpose. Never wrap the cord tightly or you may break wires and damage covering.
5. Follow the manufacturer's instructions about oiling your cleaner. Some have hermetically sealed motors you never oil; others need regular oiling. Be sure not to use too much oil.
6. Have your cleaner checked occasionally by a factory representative.

CONSERVATION OF WASHING MACHINES

Since steel, rubber, and copper are needed for weapons to wash-up Hitler and his allies, these essential materials are being diverted from the machines which American housewives customarily use to wash the family linen. Announcement therefore of curtailed production of washing machines is the sign for provident housewives to follow these rules for making their washing machine last longer.

1. Follow the manufacturer's directions for the size of load and the most efficient washing period. Too large a washing load overtaxes the motor. Too long a washing period wastes energy and wears parts unnecessarily.
2. Keep the washer clean. Rinse carefully after each use. Dry the tub if it is metal. Keep a little clean water in a wooden tub between usings.
3. Always release the pressure on the rolls of the wringer when you've finished using it. Wipe the rolls with a damp cloth after each use. If they're stained, wash them off with kerosene, then with soapy water **immediately**; rinse and dry.
4. Oil the motor according to manufacturer's direction.
5. Do not start the motor with the washer or the wringer in gear.

Part E

Selected Illustrations on War-time Economics

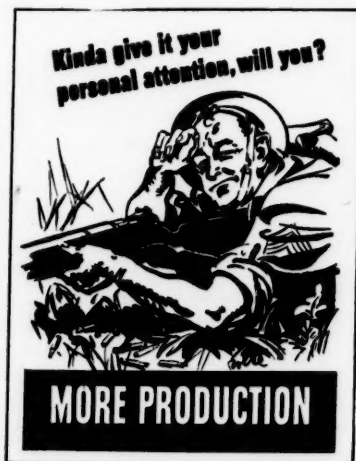
Many teachers of art, poster making, publicity, or advertising classes desire to have suggestions of illustrations which can be made for getting attention. Posters and cartoons can be used within the school, with community groups, and with local business houses. The following cartoons have been selected from many which have been used in various governmental publications. In the main, these have been drawn by skillful and professional illustrators as a contribution to the war effort. They are not presented with any idea that they will be copied, but rather with the idea that they will offer illustrations of how aspects of the national problem have been illustrated. These may be studied for both ideas and techniques and may be used to supplement certain factual material used throughout the text of this publication.

HELPING TO BRING IT UP.



GIVING THEM A LIFT

LIGHT OF THE WORLD



"YOU KNOW, DEAR....SOMETIMES I WISH WE'D
GONE EASY ON OUR TIRES BACK IN 1942!"



TO WIN THIS WAR ... MORE PEOPLE HAVE GOT TO ENJOY RIDING IN FEWER CARS

EDUCATIONAL EVENTS

Calendar

November

- 11 Armistice Day.
- 11 World Government Day. Sponsored by the National Peace Conference, 8 W. 40th St. New York City.
- 8-14 American Education Week with theme, **Education for Free Men**. Manuals for each of the four levels of education, kindergarten through senior high school are twenty-five cents each. Packets for each level containing posters, leaflets, stickers, and other materials, as well as the manual for that particular level cost fifty cents. Send orders to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.
- 10 The Annual Meeting of the Academy of Political Science, New York City.
- 11-13 The Sixth Annual Meeting of the School Broadcast Conference, Chicago. Headquarters, Morrison Hotel.
- 15-21 National Book Week with theme, **Forward with Books**. Information can be secured by writing Albert R. Crone, Director, 62 West 45th Street, New York City.
- 26-28 The Twenty-second Annual Meeting of the National Council for the Social Studies, New York City. Headquarters, Hotel Pennsylvania. Information can be secured from the Council, 1201 Sixteenth Street, N. W., Washington, D. C.
- 27-28 The Annual Convention of the Middle States Association of Colleges and Secondary Schools, New York City. Information can be secured from Karl Miller, University of Pennsylvania, Philadelphia, Pennsylvania.

December

- 2-5 The Annual Convention of the American Vocational Association, Toledo, Ohio.
- 15 Bill of Rights Day.
- 28-30 The Annual Conference of the American Political Science Association, Chicago.
- 28-30 The Annual Meeting of the American Sociological Society, Cleveland, Ohio.
- 28-31 The Midwinter Conference of the American Library Association, Chicago.

February

- 7-14 National Negro History Week. Further information can be secured from the Association for the Study of Negro Life and History, 1538 Ninth Street, N. W., Washington, D. C.
- 27-Mar. 3
The Twenty-seventh Annual Winter Convention of the National Association of Secondary-School Principals, St. Louis, Missouri. Headquarters, Hotel Jefferson.
- 27-Mar. 4
The Seventy-third Annual Convention of the American Association of School Administrators, St. Louis, Missouri.

March

- 4-6 The Annual Meeting of the American Association of Junior Colleges, St. Louis, Missouri. Headquarters, Hotel Statler.

News Notes

THE SOCIAL STUDIES IN WAR-TIME AMERICA.—When teachers of the social studies from all parts of the country gather in New York City during the Thanksgiving holidays, November 26-28, they will participate in the formulation of a statement on the **role of the social studies and the social-studies teacher in war-time America.** A preliminary draft of this statement is now being formulated by a nation-wide Commission on War-time Policy, headed by Howard E. Wilson of Harvard University. The Thanksgiving conference will constitute the twenty-second annual meeting of the National Council for the Social Studies, a department of the NEA. In addition to considering the policy statement, the conference will hold a number of discussion sessions on "Social Education in War-time and After." The opening general session on Thursday evening will be held at Town Hall and will be broadcast as the "Town Meeting of the Air." On Friday and Saturday all sessions will be held at the Hotel Pennsylvania.

George Renner will lead a discussion on "The New Geography," Alvin Eurich on "Consumer Education in Wartime," Allan Nevins on "British Interest in American History," Howard R. Anderson on "Critical Thinking in the Social Studies," George S. Counts on "The Negro in Wartime," and Edgar B. Wesley on "Military History." Education for the post-war world will be considered in six sessions scheduled for the final day of the conference. Speakers at these sessions will include: Clark Eichelberger of the League of Nations Association, Walter Kotschnig of Smith College, and Clyde Eagleton of the Commission to Study the Organization of Peace. For full information, including an advance copy of the program, write to Wilbur F. Murra, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D. C.

CANCELS ANNUAL MEETING.—Believing that its patriotic duty is to lessen where possible the country's increasing transportation problems during wartime, and aware of the necessity for economy in time and money, the American Association of Junior Colleges has decided to cancel its annual meeting this winter, according to vote of the Executive Committee of the association. Instead of the one national meeting previously scheduled for St. Louis March 4-6, six regional meetings will be held at points convenient to junior college administrators in the areas covered by the six regional junior college organizations, thus assuring attendance of a much larger number of representatives of the more than 600 junior colleges of the nation than would be possible under war-time conditions if a single meeting were held.

WHEN SCHOOL IS OVER, GO ON HOME.—The U. S. Office of Defense Transportation has a message today for the country's secondary-school pupils. This is it: "When school's over, go on home." The reason for this parental-sounding admonition were reports from some communities that secondary-school pupils were impairing staggered hour programs by their failure to go home promptly after classes. In these communities, the school hours were advanced so the pupils would not be riding buses or streetcars at the same time as war workers. Instead of using the transportation systems at the "off" hours, however, they have been loitering over sodas, "window shopping," or going to the movies, with the result that they have been crowding on the same vehicles as homeward-bound war workers. The ODT feels that if the young Americans fully realize the urgency of spreading the urban transportation load in the interest of war production, they wouldn't want to take up space needed in the streetcars and buses by war workers.

PHYSICAL TRAINING PROGRAMS.—Lieutenant Governor Charles Poletti of New York State, stated at the War Recreation Congress held in Cincinnati, Ohio, that "States should undertake physical training programs as a war measure and make use of school buildings after hours to provide increased recreational opportunities for 'home front' soldiers. It is the dual job of all government units and war industries to re-examine their recreational facilities, expand them to meet new demands, and co-operate with each other to evolve adequate recreation programs for all.

"Government can 'develop loyalty toward the democratic ideal' by enriching the experience of its citizens. Since government is the people's 'collective agency,' recreation rightfully is its responsibility. Unfortunately, statistics show that non-defense expenditures from 1935-1942 increased only 22% while in the same period the national income increased 79%. Recreation provides the most logical and easiest basis of absorbing the characteristically American diversity of nationalities and interests into our American plan. Community activity gives people a sense of belonging and this spirit is one of the very foundation stones of our democracy which is not only worth fighting for but is a tool with which to fight."

FILMS ON FUEL OIL.—Four motion pictures on subjects related to the government's fuel oil rationing and fuel conservation programs now are available for release to schools, industries, defense organizations, consumer committees, and other groups, the U. S. Office of Price Administration has announced. These films were produced under the direction of the Department of the Interior Bureau of Mines and the U. S. Bituminous Coal Consumers' Counsel for public distribution, free of charge. "Heat and Its Control," "The Story of Rock Wool Home Insulation," and "The Story of Petroleum," are distributed by the Bureau of Mines as part of an educational film project which reached 10,000,000 persons last year. The first two films show how fuel may be saved by efficient insulation of homes and industrial plants. They will be especially helpful to residents of the Eastern and Mid-Western oil rationing areas, who face the problem of maintaining minimum standards of health and comfort in their homes on a reduced fuel allowance. "Coal for Victory" is a recent production of the Bituminous Coal Consumers' Counsel illustrating methods of using coal economically and so saving valuable transportation space for the war effort. The four films were checked for accuracy by technical staffs of the Government agencies concerned. All are available in 16-mm. the Bureau of Mines films in both sound and silent versions, and "Coal for Victory" in sound version alone. Applications for the Bureau of Mines films should be sent to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pennsylvania. Address requests for "Coal for Victory" to The U. S. Bituminous Coal Consumers' Counsel, Box 483, Washington, D. C.

AMONG US.—**Among Us**, newsletter of Pan-American education affairs, began its third year of publication in October. **Among Us** is issued by the Committee on International Relations of the National Education Association in co-operation with the NEA Research Division, Washington, D. C. The publication is available free upon request to officers of local teacher associations. It is of value to those who wish to keep pace with Pan-American educational affairs and to keep in touch with instructional aids in Latin-American studies.

HOW TO GIVE THE OATH OF ALLEGIANCE.—Many people raise the question as to the proper wording of the Oath of Allegiance as well as the proper way in which the salute should be given. The following statement is quoted from the Flag Code, adopted by action of Congress on June 16, 1942: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with

liberty and justice for all." This pledge should be rendered "by standing with the right hand over the heart; extending the right hand, palm upward, toward the flag at the words 'to the flag' and holding this position until the end, when the hand drops to the side. However, civilians will always show full respect to the flag when the pledge is given by merely standing at attention, men removing the headdress."

THE SUPPORT OF EDUCATION IN WARTIME.—Your schools must be kept going during the war. Will they be maintained on a penny-wise basis or stepped up in efficiency so that they may increase their contributions to victory? Reductions in the school budget will not materially reduce your tax burden; they can, however, impair the morale and efficiency of the whole educational service. **Now is the time** to spend money for the services that will make American youth skillful and strong enough to win the war and wise enough to build a lasting peace. The above sentences are quoted from **The Support of Education in Wartime**, a 16-page pamphlet just released by the Educational Policies Commission. Order copies of this pamphlet from the office of the Commission, 1201 Sixteenth Street, N. W., Washington, D. C., at 10 cents each.

NEGRO BOYS AND GIRLS IN BOOKS.—The American Council on Education, Washington, D. C. has recently released an annotated bibliography on books about Negro boys and girls living in a variety of places and under varying circumstances. It also includes stories about Negro men and women of outstanding achievement, like Booker T. Washington, Phyllis Wheatley, and George Washington Carver. Finally, it lists books which deal with Negro myths and folklore, both those with African and those with American background. The purpose in compiling such a list was primarily to acquaint teachers with what books of this type are available so that they may stimulate pupils to read them in schools for two main objectives: (1) to give Negro pupils a feeling that vicarious experiences in books are closely related to their own life experiences; and to develop in them a sense of pride in the accomplishments of the people of their own race and (2) to give white pupils and pupils of other races an understanding that Negro pupils play as they do, have the same troubles and aspirations that they have, and face their problems as they do; and to make them fully conscious that great contributions for the welfare of all groups in this country have been made by Negro men and women. The list is organized by reading levels from grades one through eight.

THE SCHOOL BUS AND TIRES.—War-time necessity demands a revision of school bus schedules according to Transportation Director Joseph B. Eastman, "on the assumption that the physically able child can walk two miles to and from school, where weather conditions permit." The Director promised that the four million American boys and girls who now ride the 93,000 school buses in operation over routes totaling more than a million miles each year would get to their classes this winter, but asks that "school districts everywhere survey their bus services at once to determine where curtailments may be made."

The National Council of Chief State School Officers has anticipated the need for school bus revision in the publication of **School Transportation in Wartime**, a handbook developed at work conferences at Yale University and in Washington, D.C. The document was published by the American Automobile Association. "We are now at war," says Colin English, State Superintendent of Schools, Florida, and President of the National Council of Chief State School Officers, in the foreword to the publication, "and cannot expect to continue a 'transportation as usual' program any more than a program of 'business as usual' can be continued. There are many adjustments in school transportation that can and

should be made without needlessly interfering with the basic minimum transportation program." **School Transportation in Wartime** proposes policies and procedures for this revision with a view to maintaining the service of school transportation at the highest possible degree of efficiency and safety consistent with the war-time demands for rubber and gasoline and the urgent need for such vehicles as buses in strictly war activities.

MEASURES ADOPTED BY SECONDARY-SCHOOL TEACHERS IN MEXICO.—Various problems of a pedagogic and social nature were amply treated at the fourth ordinary assembly of the Secondary Educational branch that recently concluded. Various resolutions were adopted, some of them of particular importance, such as that concerning the preparation of teachers in these schools. One of the points that most interested the assembly was that which concerned reorganizing the Institute of Preparation for secondary teachers for it was considered that it falls short of its mission. A resolution was adopted providing that the Ministry of Public Education be asked to make changes in the teaching personnel of this school with a view to assuring that the preparation of the future mentors of the secondary schools be more complete. It was also decided to negotiate with the superior authorities of education to arrange for its budget for next year that pay of teachers in schools outside the city be on a par with those of the Federal District. Other resolutions adopted were: solidarity with the government of the Republic in the present state of war; need for lending economic aid to the government by this branch, to the extent of its possibilities, and to perform acts that will elevate the patriotic spirit.—**Mexico News.**

THE FLAG SALUTE.—The West Virginia Board of Education has been ordered by a Federal court to cease requiring a flag salute by students who are members of Jehovah's Witnesses or any others who have conscientious religious scruples against such salutes. The charge was made by the religious sect that the regulation of the State Board of Education violated the first and fourteenth amendments to the Constitution which contain the religious liberty guarantees. The decision runs counter to one made about two years ago in the case of a Pennsylvania school district against a member of the same religious sect, when the U.S. Supreme Court held valid a regulation of the school board under which certain children had been expelled for failure to salute the flag.

UNITED WE WIN.—An essay contest on the theme "United We Win" is announced by the Ladies Auxiliary to the Veterans of Foreign Wars. It is open to secondary-school pupils. The theme was chosen to "stress the patriotic obligation of unity in support of national defense and to strengthen the faith of American youth in Americanism." Essays will be judged on literary construction, interpretative views, and patriotic inspiration. The state elimination contests will close February 1943. State winners will compete in the national contest, prizes for which are \$1,000, \$500, \$250, \$100, and twenty consolation awards. Further details may be obtained from the national headquarters of the Auxiliary, 406 West 34th Street, Kansas City, Missouri, or from the local chapter.

THIS PROBLEM OF RUBBER.—Fifteen republics and British colonies of Latin America have agreed to sell exclusively to the United States all crude rubber produced above essential domestic needs, at the same time taking definite steps to expand production, according to a recent announcement by U. S. Rubber Director William M. Jeffers. The Baruch Rubber Survey Committee estimated that probably total United States importation of natural rubber would be about 53,000 tons for the eighteen-month period from July 1, 1942 to December 31, 1943. The rubber agreements run through 1946, but no volume estimates are available beyond 1943. While the amount of import rubber represents only a small part

of total United States needs for all rubber, it is regarded generally as an extremely important part. If mixing a percentage of crude with synthetic rubber in manufacturing highest quality products for military use continues to be necessary, the vital place of crude imports in the general rubber program is apparent.

Active programs to develop the potential rubber production resources of the countries supplement most of the over-all agreements. Financed largely by the United States, with some financing by private interests, these development operations are carried out directly by local government corporations, by private companies of local nationals, or by American corporations. The development work aims directly at increasing the amount of rubber which will be produced, collected, and sold to the United States, but it will at the same time aid the domestic economy of the countries involved.

Considerable quantities of rubber were produced in Latin America in the early years of this century, Brazil reaching a maximum export of 41,000 tons in 1912. Rubber from the plantations of the Far East has supplied the basic markets for more than 25 years, however, and during that time very little rubber has been exported from Western Hemisphere countries. As a result, in most areas pioneering work is now necessary, virtually on the basis of a new industry.

Thousands of workers are being moved into the jungle where the wild rubber is gathered, and fair wages are assured. Camps with adequate housing are being established. Supplies and equipment of all kinds are being provided, including quinine and other medicinal preparations to fight malaria and protect health. Transportation facilities in the various countries are being expanded by adding roads and trails, boats, air fields and planes.

Essential war-time needs of Latin American republics for rubber and rubber products are to be met, in accordance with the general provisions of the rubber agreements. Rubber producing countries will keep enough crude for their own manufacturing industries, and minimum requirements of finished products will be made available to those countries which lack adequate manufacturing facilities. The countries agree to conserve rubber, limiting use to actual essential requirements. They also are instituting scrap and reclaimed rubber programs, to make available additional crude for export.

In addition to the activities of the Board of Economic Warfare and the Rubber Reserve Company in developing "tree" rubber, and guayule from Mexico and some other countries, these agencies are sponsoring extensive off-shore test and study programs with various rubber bearing plants. One of the most promising of these is *Cryptostegia*. A broad program of *Cryptostegia* seed collection has been under way for some time. Definite plans for commercial plantings also are under way. These activities will be extended as rapidly as possible, and as seed is available. Research to find practical ways of extracting rubber from the *Cryptostegia* plant also is being carried out actively. The Bureau of Plant Industry and the Bureau of Chemistry and Engineering of the Department of Agriculture co-operate directly in the planting and processing experimental work.

Every rubber-bearing plant which offers any likelihood of contributing to an increase of the natural rubber supply is being investigated carefully. These plants eventually may prove to be valuable supply sources. For the immediate future, however, United States rubber imports will come almost entirely from the trees of Latin America and Liberia. The intensive development program seeks fullest possible use of these available resources.

THE HATCH ACT.—A victory for the citizenship rights of teachers seems assured as the Brown Amendment to the Hatch Act goes into the home stretch. The amendment, supported by the National Education Association and the National Commission for the Defense of Democracy through Education, will remove certain obnoxious Federal controls from teachers who are paid in part from Federal funds. Passed by the U.S. Senate and the House of Representatives in slightly different forms, the Amendment has now been signed by President Roosevelt. Opposition to the bill when in committee came only from retired General Amos A. Fries, editor of "Friends of the Public Schools" and Elmer E. Rogers, of the Supreme Council of the Scottish Rite Masons, Southern Jurisdiction. Opposition on the floor of the House was led by Representative Hoffman of Michigan. The bill passed unanimously in the Senate. Supporters of the bill in the House included Halleck of Indiana, Mundt of South Dakota, Short of Missouri, Springer of Indiana and Dewey of Illinois. In his speech for the bill, Congressman Halleck expressed the sentiment of those who supported the measure in the following words: "Teachers have as one of their main duties the preparation of our youth for participation in political life. They should therefore be encouraged to interest themselves in public issues and political affairs and to exercise all of the political rights of citizens. . . . Increasingly, as the war goes on, teachers must explain the needs of the schools to voters, and must participate in political decisions.

ALL HIGH-SCHOOL BOYS GIVEN PHYSICAL TESTS.—The first of a series of physical fitness tests were given to all high-school boys of Cincinnati, Ohio, on October 15th and will be repeated in February and April. The initial tests were given to get diagnostic information on each boy's physical status. The later tests will provide information on the effectiveness of the instructional program as evidenced by the extent to which the pupil's level of fitness has been raised. The tests involve six fundamental phases of motor fitness—endurance, strength, power, agility, balance, and flexibility. The phases are closely related to that composite type of motor ability which is essential for vigorous work or athletic effort. Stress is placed upon the fundamental or gross body movements dominated by muscular energy, kinesthetic sense, and suppleness of the major tissues and joints rather than upon specialized motor skills.—**Better Teaching**

VOCATIONAL TRAINING MOTION PICTURES AVAILABLE.—The Bureau of Motion Picture Films, Office of War Information, Washington, D. C. has announced the availability of 16-mm. vocational training sound motion pictures developed by the U. S. Office of Education. These films are distributed on a sales basis by Castle Films, Inc., Rockefeller Plaza, New York (also Chicago, Ill., and San Francisco, Calif.). Job training operations illustrated in these films include: Precision Measuring (5 films), The Engine Lathe (7 films), The Milling Machine (5 films), Vertical Boring Mill (4 films), The Shaper (5 films), Shipbuilding Skills (10 films), Bench Work (8 films), Single Point Cutting Tools (2 films), The Sensitive Drill (1 film), and The Vertical Drill (2 films).

THIS IS OUR WAR.—The American Library Association, 520 North Michigan Avenue, Chicago, Illinois is preparing three suggested reading lists. The first of these entitled *This Is Our War* has just been released in pamphlet form. It contains discussions on important books recently issued as well as a bibliography of those books mentioned. A second reading list, *America's Future*, is now being printed and will appear as a supplement to the American Library Association's November *Bulletin*. A third, *The World Tomorrow*, is planned for the December *Bulletin*. Single copies of *This Is Our War* may be secured for 25 cents each or 10 copies for \$1.00.

The Book Column

Adams, E. T., et al. **The American Idea**. New York: Harper and Bros., 1942. 278 pp. \$1.75.

The story of how America achieved the self-reliance that Emerson and others sought for her is one of the main themes of this volume. The writers are especially concerned to show how these achievements are related to the democratic background from which they sprang. It is an unfinished story, for we are still coming of age in many respects, but native characteristics have emerged. "What so proudly we hail" is not merely a flag, but the achievements for which it stands, and the future which those achievements portend. To get a healthy appreciation of our native achievements is not to become narrowly nationistic in our outlook. It is merely the first step toward understanding our role in the history of civilization.

The first chapter is given over to a historical sketch of the development of our political democracy. It indicates that history is not merely a series of epitaphs for departed things but that it is continuous with the present, and entirely dynamic in its unfolding. The third chapter concerns itself with the working of our economic system as contrasted with those in non-democratic countries. An interesting parallel between political and economic democracy emerges in the course of the discussion. The remaining chapters discuss the contributions which America has made in each of these several fields.

Chapter seven has to do with our American educational system and its relation to the democracy which produced it. Perhaps in no other realm has our country taken so commanding a lead in cultural attainment. Universal education is a prime requirement if democracy is to work well. When everyone votes, it is important that everyone has enough knowledge to vote as wisely as possible. The story of how we progressed from relatively undemocratic educational procedures to more and more democratic ones is not only an interesting piece of history but a reality, the social significance of which is beyond conception. Abuses that thrive on ignorance can be dispelled only by knowledge, a knowledge whose source and guardian is a school system that reaches out to everyone able and willing to learn. The chapter which deals with the growth of religious institutions in America provides a clear analysis of the dependence of this principle of tolerance upon the democratic background in which it grew. It also provides further illustrations of the idea that we have learned to stand on our feet, for originally an Old World intolerance dominated the religious outlook.

The final chapter shows that, after many years of living in the intellectual atmosphere of other lands, America has produced a native philosophy. Pragmatism—for that is the name most commonly applied to this philosophy—is essentially democratic. It insists that truth is subject to no monopolies and is best achieved in the open market of ideas, where free criticism and continuous experimentation become the criteria for determining which beliefs are best. It renounces all absolutes. If any one man were infallible and altogether good, as well as all-powerful, democracy might well give way to autocracy. Until such a person is found, democracy offers not only the most flexible political philosophy but the one most likely to be right in the long run.

Adamson, H. C. **Lands of New World Neighbors**. New York: McGraw-Hill, 1941.

593 pp. \$2.75. Here, in the pages of one book, is unfolded the dramatic story of the Americas—our own country, Canada, and the lands to the south—the republics of Central and South America—from earliest known times down through the period of expansion in the Nineteenth Century. This book creates unforgettable pictures of the past—pictures that bring to life the people whose blood and treasure went into the making of the countries which together link their destinies in our Western Hemisphere. Rich background material on Pan-American unity is found in the chapter-by-chapter account of the educational broadcasts of CBS's School of the Air of the Americas—a regular feature of classroom instruction in the United States, Canada, Central and South America. This is the first single volume offering in a continuous and related narrative of the historical background of the Americans. The story of each country is told by itself, yet all the stories are woven together into a continuity picturing the common heritage of the American nations.

Ahrens, M. R., Bush, N. F., and Easley, R. K. **Living Chemistry**. Boston: Ginn, 1942.

546 pp. \$2.28. This book presents the essentials of chemistry with relation to both general science and the practical function of chemistry in everyday living. It is the kind of book which pupils will want to read because it provides meaningful information. It answers their questions. It makes the fundamentals of chemistry real. It correlates theoretical with applied information. On the one hand it points out, amid its theoretical discussion, such observable phenomena as spontaneous combustion and the quality of the air after thunderstorms. On the other it uses familiar things, such as foods and cooking and the chemistry of related manufacturing processes, as springboards to chemical knowledge. It discusses the chemistry of gardening, including pest control and hydroponics. An up-to-date account of explosives, incendiaries, gases, and other aspects of the chemistry of warfare is also included. This book presents the material that is essential for any course based on the active needs and problems of young people. A Laboratory Manual and Teacher's Guide is in preparation.

Bannerman, G. W., and Braun, F. W. **Safety Through Education**. Wausau, Wisconsin:

Employers Mutual Liability Insurance Co., 1942. 124 pp. The author believes that the important consideration is that some safety instruction reach every child in school. Teachers, principals, and superintendents are people best qualified to determine how and when this instruction should be given. In this guide book on safety education it has been the aim to organize the material so that some definite plan is offered each grade. It is also assumed that the spirited and alert teacher is aware of the importance of the problem here presented, and will bring to the class additional experience and suggestions. The material here merely points the way or indicates the problem. Each classroom group will contribute individual and community experience which will add vitality and enthusiastic interest to the problem under consideration. The book is outlined by two-year grades in the elementary field, while separate suggestions are given for the junior high school, the senior high school, and technical high schools. In addition suggested safety topics are given by months from September to May inclusive. It also contains an excellent annotated bibliography.

- Bauer, W. F., and Bowden, W. P. **Short Stories in Parallel**. Boston: D. C. Heath, 1942. 462 pp. \$1.80. First rate stories, cleverly paired, make up this unique collection for secondary-school pupils. Pre-publication tests disclosed that these stories in parallel were exactly the thing for arousing interest and stimulating lively discussion. Pupils with quite different degrees of interest in literature were challenged by the contrasting, comparable, or identical elements of each pair of stories and by the variety of their themes. In addition to the lively introductory paragraphs, there is a sketch of each author. At the close is a set of searching questions on each story, largely factual, followed by slightly more difficult questions dealing with the two stories as a unit. These latter give needed training in analysis for comparison and contrast.
- Biddle, G. B., and Lowrie, S. D., editors. **Notable Women of Pennsylvania**, Philadelphia: Univ. Pennsylvania Press, 1942. 307 pp. \$3.00. This volume of capsule biographies is in keeping with the widespread impulse of Americans to celebrate their spirited past, but it also emphasizes a special element in history: the role of individual women from the earliest days to the present in the story of a state. Among them are educators, artists, writers, women whose social leadership was outstanding or who took part in some historic event, physicians, social workers, religious leaders—all forming a fascinating array of special talents or exceptional charm, and representing a will to self-expression which only in the last generation or two has been taken for granted.
- Binger, W. D., and Railey, H. H. **What the Citizen Should Know About Civilian Defense**. New York: W. W. Norton, 1942. 183 pp. \$2.50. In this war the civilian is on the firing line. While it is the Army's job to fight the enemy, it is the civilian's job to protect himself and his property. In this book a distinguished engineer who has made an extensive professional study of the subject, including a month in war-time England, collaborates with an authoritative writer on military affairs to produce a thoroughgoing and up-to-date volume dealing with the civil problems arising out of enemy air action. In it are elementary descriptions of the various types of bombs, both explosive and incendiary, and instructions as how to obtain protection against them. The construction of shelters and preparation of blackouts, fire control, and gas are all dealt with. This book will give the reader a fundamental concept of air raids and their consequences which will forearm him for whatever may be in store.
- Blatchford, F. L., and Erminger, L. W. **Illinois Grows Up**. Chicago: A. C. McClurg, 1941. 115 pp. \$2.00. The story of Illinois with its picturesque beginning, its voyageurs and missionaries, its Indian chieftains and frontier fighters, its Lincoln lore and and Titans of business. This book is intended to be read by children from eight to twelve, and the greatest care has been taken to keep the ideas, vocabulary, and other factors within the limitations of those age groups. It will be found equally absorbing by most secondary-school pupils.
- Boak, A. E. R., Slosson, Preston, and Anderson, H. R. **World History**. Boston: Houghton Mifflin, 1942. 580 pp. \$2.48. The authors emphasize the origins and development of the ideas and institutions which make up our own life today. To them how men have won a livelihood from nature is more important than how they have won battles from other men; what men have thought about the universe is of more enduring interest than what they have thought about the next election. But political history is not ignored. Apart from its own interest and importance, it is a convenient framework for social, economic, and cultural developments. The text gives

a fully rounded narrative of political events to aid the pupil in placing the successive stages of human progress correctly in time and space.

The authors have tried to follow sound principles of pedagogy as well as of historical scholarship. Each of the main divisions is prefaced by a "Preview" which provides pupils with an over-all view of the topics to be developed. An introductory paragraph and guide questions serve to emphasize the main thought of each chapter. Following each chapter are questions, problems, and projects, which test whether or not pupils have acquired a reasoned understanding of the materials presented, as well as suggestions for further reading. Special emphasis is placed on the development of important skills which are necessary for effective historical study and on those skills which pupils may reasonably be expected to acquire as a result of studying history effectively. Finally, at the end of each part there is a summary of the important concepts developed in that section of the book.

Bronson, W. S. **Stooping Hawk and Stranded Whale**. New York: Harcourt, Brace, 1942. 225 pp. \$2. In the year 1541 two Indian boys lived on the remote island of Tiburon off the west coast of Mexico. They were Seris, a warlike and primitive tribe quite different from the peaceful Indians of the mainland who had been easily conquered and reduced to slavery by Cortez and his invading Spanish armies. The two boys, Stooping Hawk and Stranded Whale, were sent to spy on the conquerors and were caught and imprisoned. The story of their capture and escape is a thrilling one, but the account of their wild, free life on Tiburon is equally fascinating.

Caldwell, Erskine. **All-Out on the Road to Smolensk**. New York: Duell, Sloan and Pearce, 1942. 230 pp. \$2.50. An eye-witness story of a famous American novelist. Erskine Caldwell's being in Russia when the Nazi hordes began to march was not a matter of accident. Here is the story of that vast drama he went to see, a full, uncensored, and extraordinary story of those fateful months. This picture reveals what Russia at war is really like. It is a close-up of the Soviet Union today; blackouts in Moscow, the legendary People's Army, the fighting pilots of the Red Air Force, the mud, the battlefields, the bombings and tanks and the prisoners of war, the heroes, the war-time jokes, the food, and the will to victory.

Canby, H. S., and Opdycke, J. B. **Handbook of English Usage**. New York: Macmillan, 1942. 369 pp. \$1.40. A good guidebook to correct usage from which the pupil can get, at a moment's notice, the answers to his questions. It is a complete course in composition. Its purpose is for use as a final review in the last years of the secondary school.

Carson, A. B. **Plane Trigonometry Made Plain**. Chicago: American Technical Society, 1942. 389 pp. \$2.75. In this text the essentials of plane trigonometry are discussed in greater detail than in most texts. Much attention is devoted to numerical work, and emphasis is placed on the application of trigonometric principles in the solution of everyday problems. In this text the discussions are presented in great detail; an unusually large number of figures and illustrative examples are shown; numerous drill problems are included; the more laborious numerical computations are postponed until after logarithms have been discussed; and wherever practicable, new concepts have been explained by means of examples.

Clemensen, J. W., and LaPorte, W. R. **Your Health and Safety**. New York: Harcourt, Brace, 1942. 587 pp. \$1.96. The goal of this book is **better living** for pupils right

now. It is a functional health course. Enough physiology is introduced at every point to explain and justify the rules of health. Physiology is the science; health is the application of that science to everyday living. Both health and safety are integrated into one presentation, thus solving the vexing administrative problem of scheduling classes in safety work. Unusual reading interest is achieved in several ways: First, the authors know how to tell a story entertainingly and clearly. Second, they make dramatic use of episodes from the history of medicine and recent medical and laboratory discoveries. Third, as an introduction to each chapter the authors pose a series of questions which have occurred to all of us and for most of us have gone unanswered. These questions will arouse curiosity and interest, and the students will find the answers in the text. Of special importance now is the material on **Safety in Wartime**. It contains the latest recommendations on air-raid precautions and fire-control.

Colby, Merle. **A Guide to Alaska**. New York: Macmillan, 1942. 427 pp. \$3. Here is all that a traveler needs to know about America's last frontier: how to get there, the main travel routes in Alaska, accommodations, climate, sport and recreation facilities, means of communication, approximate fares and living expenses, museums and libraries, what to see in McKinley Park and the four National Monuments, a vocabulary of terms frequently used in Alaska and even points at which it is necessary to reset one's watch. The first third of the book introduces residents of continental United States to the "Great Land." The story of processes that have revolutionized the territory in less than a generation is told in the introductory chapter. There is a chapter on Alaska's history from 1728 to yesterday, a saga of daring explorations that undertook to discover and map the frontier. Other chapters describe Alaska's developments in transportation and communication and its role in national defense. A separate chapter is devoted to the story of Alaska's rich natural resources—fish, seal, walrus, and otter, gold and other valuable minerals, fur, forests, agriculture, and the reindeer upon which thousands of Eskimos depend for food and clothing. In the last two-thirds of the volume are described the major towns and places of interest.

Craine, H. C. **Teaching Athletic Skills in Physical Education**. New York: Inor Pub. Co., 1942. 236 pp. Here is a book based upon sound educational principles, and backed up by personal experience. It should have a permanent place in the working library of every physical education teacher in America. Through a program of sports a "get fit to serve" movement in this country can be stimulated. Through such a movement, we can build a type of morale of which we will be proud today and which we think will stand the test of history. Part I deals with the athletic skills' teaching program while Part II provides a variety of activities (215 competitive skills activities for eight sports) for the many skills. These activities are of a competitive nature but conform to the educational principles set forth in Part I. At the beginning of each chapter is a statement of the skills of the sport that are recommended for emphasis in secondary-school classes.

Cuyas, Arturo. **Appleton's New English-Spanish and Spanish-English Dictionary**. New York: D. Appleton-Century, 1942. 539 pp. \$4. Contains more than 6,000 modern words and 25,000 acceptations, idioms, and technical terms not found in any other similar work with a pronouncing key and the fundamental tenses of irregular verbs.

This is a compact volume that will be helpful to the Spanish-language student. One of the many special features of this bilingual dictionary is that equivalents of words rather than definitions, as is common, are given.

Disraeli, Robert. **Uncle Sam's Treasury**. Boston: Little, Brown, 1941. 121 pp. \$1.25. By magic photograph and simple prose the author makes vivid and exciting the manifold activities of the United States treasury department. This is a companion volume to his **Here Comes the Mail** which dramatizes the duties of the Post Office department. The printing and minting of money is only one phase of this fascinating book. How taxes are collected, the function of the Narcotics Bureau and the Customs department, how "tax detectives" operate against tax evaders, what happens to worn-out bills, how the treasurer of the United States disburses the huge sums collected—such are a few of the subjects described.

DuBois, J. H. **Plastics**. Chicago: American Technical Society, 1942. 295 pp. \$3.00 This new book is a simplified presentation of the manufacture and use of the important plastics materials and products, with tables of their properties plus the basic design information required by engineers and designers. It explains in narrative and interesting form how various common materials and even waste or by-products are put together to form the several plastic materials now available for use. It gives an excellent historical account of all plastics and traces the discoveries, developments and experimentations in such a manner that the reader quickly senses the drama involved, and builds up his interest at once. It stresses how all plastic materials are

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Evans, J. C., and Sankowsky, S. H. **Graphic World History**. Boston: D. C. Heath, 1942. 546 pp. \$2.00. This book is organized into fifteen broad units, each covering one great movement in world history. Preceding each unit is an interesting narration presenting fictitious characters engaged in taking part in the events that follow. This device orients the pupil in the period, reminds him that people even in the remote past talked and felt much as we do today, and carries him on into the lesson on a wave of interest. Here is a text that is almost as easy to read as the hundreds of pictures in it are to look at! This brief, cogently simple account of the chief events and movements in history is so organized that secondary-school pupils may use it with equal success either as a basic text for a year's course or as an introduction for more extensive courses.

Evans, P. L. **Algebra**. Boston: Ginn, 1942. 126 pp. \$1.25. This book is the first in the series, **Mathematics for Technical Training**, which comprises **Algebra**, **Plane Trigonometry with Tables**, and **Calculus**. By including topics found most applicable to the training of engineers for present-day industry, and by omitting non-essential topics, this book contains material which can be covered in the time usually available in a technical course. Special attention is directed to the following features: the review of secondary-school algebra, the selection and omission of material, emphasis on handling of fractions.

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